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Resources in Education (RIE). Volume 32, Number 9.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 97
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 406 516 CE 073 080

Bouchard, Paul
Adult Education Research Trends in Canadian Universities: An Update to the 1993 (Ottawa) CASAE Reports.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Comparative Analysis; *Educational Research; Educational Trends; *Financial Support; Foreign Countries; Organizational Objectives; Research Methodology; *Research Projects; Trend Analysis; *Universities
IDENTIFIERS- *Canada

In 1993, adult education (AE) researchers from 12 Canadian universities were asked to report on research trends at their respective institutions at the annual conference of the Canadian Association for the Study of Adult Education (CASAE). The reports were analyzed to characterize and differentiate AE research trends at the universities. Among the study's main findings were the following: (1) organizational variables (faculty groupings, types of programs offered, administrative policy) have a significant effect on the scope and nature of academic research activities in AE at Canadian universities; (2) the recent trend at Canadian universities toward integration of AE within other administrative units has translated into less basic and emancipatory research and more applied research; (3) AE research is dominated by qualitative research methodologies, with content analysis, interpretive inquiry, and ethnographic designs the preferred methodological

ED 406 533 CE 073 759

Guide to Marketing Course Competencies.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; *Behavioral Objectives; Business Education; *Competence; Competency Based Education; Course Content; Course Descriptions; Educational Resources; High Schools; Integrated Curriculum; *Marketing; Office Occupations Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Virginia

This curriculum guide was developed as a model for schools in Virginia to prepare local programs of studies for the marketing program. In addition to marketing competencies for developing occupational expertise, this curriculum includes foundational competencies important for successful performance in marketing. These baseline competencies address proficiency in the following: (1) the academic areas of communication and language arts, mathematics, and economics; and (2) the personal growth and guidance areas of human relations and career development. A few basic competencies for understanding the broader areas of business also are included. The guide contains a curriculum framework model and curriculum frameworks for marketing foundations and marketing functions. Competencies for four general marketing courses are listed: Make It Your Business, Principles of Business and Marketing, Marketing, and Advanced Marketing. The competencies include course descriptions, duties, measurements of achievement, and related academic standards of learning. A bibliography lists 13 references. Three appendixes contain the following: student competency records; information on all aspects of the marketing industry, including planning, management, finance, underlying principles of technology, labor issues, community issues, health, safety, and environmental issues, and technical and production skills; suggested teaching schedules; and lists of programs and courses being developed. (KC)

ED 406 534 CE 073 760

Agriculture/Natural Resources Environmental Technician Task List. Occupational Analysis.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 13p.; Developed by Lord Fairfax Community College. For related documents, see CE 073 761-764.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Occupations; *Competence; Competency Based Education; Employee Attitudes; Employment Qualifications; Environmental Education; *Job Skills; *Natural Resources; *Occupational Clusters; *Occupational Information; Physical Environment; Postsecondary Education; Secondary Education; Task

ED 406 552 CE 073 806

Parker, Sue
Information Systems: A Strategic Approach.
PUB DATE- Feb 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Practices; Foreign Countries; *Information Needs; *Information Systems; *Management Information Systems; Models; Needs Assessment; Postsecondary Education; Program Development; *Strategic Planning; Systems Approach; Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

This paper, which is intended for individuals responsible for information management at British further education (FE) colleges, describes the attempts by a number of FE institutions to manage their information effectively and provides guidelines for FE institutions to follow when developing their own information management strategy. After a brief discussion of the term "management information system," the development of computerized management information systems in FE colleges is traced. Examined in the next two sections are considerations in formulating an information strategy for the purpose of developing an integrated approach to managing/supporting the learning process within an institution and factors to consider when conducting an information technology needs analysis. The following practical steps in drafting a total information strategy are reviewed: assign a development leader; set up a strategy group; analyze users' requirements; create an initial user specification; decide on the systems' functions; identify curriculum information technology needs; analyze the college's existing communication systems; identify hardware requirements; decide on training needs; set up information technology development groups; create a resourcing strategy; relaunch the college information service; and set up a user group. Concluding the paper are comments on strategy development and implementation plans. (MN)

ED 406 553 CE 073 807

Rephann, Terance J.
Bedford County Agribusiness Educational Needs Assessment.
PUB DATE- Apr 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; *Agricultural Education; Agricultural Production; Basic Skills; Community Colleges; *Curriculum Development; *Educational Needs; Farm Management; *Farmers; Labor Force Development; *Needs Assessment; Surveys; Two Year Colleges
IDENTIFIERS- Allegany College MD

Allegany College of Maryland conducted an educational needs assessment survey of farms and related agribusiness firms to provide evaluation data for curriculum planning at the Bedford County Campus. The survey was distributed to over 2,500 establishments and returned by approximately 18 percent of all active farmers. Respondents rated their agricultural workers' skills highest in basic math, reading, and writing and lowest

ED 406 571 CE 073 847

Gordon, Howard R. D.
Comparison of the Legal Knowledge of Secondary Vocational and Non-Vocational School Principals.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Evaluation; Administrator Qualifications; Comparative Analysis; Educational Research; *Principals; *Public Schools; School Administration; *School Law; Secondary Education; State Surveys; Statewide Planning; *Vocational Directors; Vocational Education
IDENTIFIERS- *West Virginia

A study surveyed secondary vocational and nonvocational public school principals to determine whether there was a significant difference in their legal knowledge. The questionnaire, Legal Knowledge Index, was developed with the assistance of expert review and then piloted to establish its validity and reliability. A random sample of 136 principals was drawn from those listed in the 1995-96 West Virginia Public School Directory and questionnaires were mailed to them. Usable responses were received from 120. Descriptive statistics such as percentages, frequencies, central tendencies, and measures of association were used to describe the data. Results of a t-test revealed no significant difference in the legal knowledge held by secondary vocational and non-vocational public school principals. Findings suggested vocational principals were less likely to have completed a course in school law, had completed more years of teaching experience, and were employed mostly in "small town" school districts. Nonvocational principals were more likely to have more years of administrative experience and scored higher on the Legal Knowledge Index. The recommendation was for vocational principals to become more familiar with and competent in ethical and legal aspects of education in the public school system. (YLB)

ED 406 572 CE 073 848

Tang, Thomas Li-Ping; Tang, Theresa Li-Na
Attitudes toward Money, Intrinsic Job Satisfaction, and Voluntary Turnover.
PUB DATE- Sep 96
NOTE- 13p.; Paper presented at the Annual Colloquium of the International Association for Research in Economic Psychology (21st, Paris, France, September 11-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Employee Attitudes; *Job Satisfaction; *Labor Turnover; *Mental Health Workers; *Values; Work Attitudes
IDENTIFIERS- *Money

A study was conducted to determine whether employees' attitudes toward money (money ethic endorsement) moderates the relationships between intrinsic job satisfaction on the one hand and thoughts of withdrawal and voluntary turnover on the

ED 406 591 CG 027 464

Talley, Ronda C., Ed.; And Others
Making Psychologists in Schools Indispensable: Critical Questions & Emerging Perspectives.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 195p.; Developed as a companion document for the Annual Institute for Trainers, Administrators, and Practitioners (3rd, August 8, 1996). For individual chapters, see CG 027 465-491.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Counselor Role; *Counselor Teacher Cooperation; Educational History; Elementary Secondary Education; Job Skills; Marketing; Philosophy; Professional Development; School Counseling; *School Psychologists

Making psychologists in schools indispensable is essential if psychology in education is going to survive and prosper during the 21st century. This book presents the reflections of 27 leaders in the field of school psychology on the issue of what can make psychologists in schools indispensable. Chapters are: Becoming Indispensable Through Mental Health Promotion (J. Sandoval); Indispensability: The Holy Grail (G. Trachtman); Recycling the Basics for Evolving Schools: Psychologists as Fulcrums for Leveraging Improved Schooling (J. French); Becoming Essential: Rethinking the Practice of School Psychology (B. Doll); The Educare Psychologist: Re-Inventing School Psychology and Schools for the 21st Century (F. Farley); Excellence, Relevance, and Passion: The Motive Power of Indispensability (R. Talley); Five Themes to Enhance the Value of Psychology to Schools (R. Abidin); One Way of Looking at the Future: A Plan for Creating Value in School Psychological Services (B. Phillips); Psychology in Schools Is Indispensable: An Administrative Perspective (J. Jackson); Enduring Expertise of School Psychologists and the Changing Demands of Schools in the United States (P. Harrison); Making Psychologists Indispensable in the School: Collaborative Training Approaches Involving Educators and School Psychologists (W. Pryzwansky); Replacing Schools with Children: Making Psychologists Indispensable to Schools and Communities (R. Short); Responding to School Needs: The Role of the Psychologist (J. Cummings); The School Psychologist as Citizen of the Learning Community (S. Rosenfield); Listening to Our Clients: A Strategy for Making Psychology Indispensable in the Schools (M. Brassard); Making Psychologists Indispensable in Schools: Do We Really Have To? (T. Kubiszyn); Psychologists in the Schools: Routes to Becoming Indispensable (D. Tharinger); Turning Imperfection into Perfection: Some Advice for Making Psychology Indispensable in the Schools (F. Medway); Advancing Knowledge in Schools Through Consultative Knowledge Linking (T. Kratochwill); Assessing Learning of All Students: Becoming an Essential Service Provider Once Again (S. Elliot); Expertise Makes Psychology in the Schools Indispensable (J. Naglieri); Fantasy, Reality, Necessity and the Indispensable School Psychologist (J. Alpert and L. Rigney); Making Psychologists Indispensable in the Schools: School Psychologists as Specialists in Neurologic Problems (E. Clark); Making Psychology in Schools Indispensable: Crisis Intervention for Fun and Profit (L. Aronin); Making Psychology in the Schools

ED 406 609 CG 027 482

Medway, Frederic J.
Turning Imperfection into Perfection: Some Advice for Making Psychology Indispensable in the Schools.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p111-16; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- change Strategies; *Counseling Effectiveness; Early Intervention; Elementary Secondary Education; Health Promotion; Marketing; Prevention; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

Despite the field's growth, development, and maturity, in many ways the typical psychologist in the schools in little better off than a quarter century ago. Presently school psychology positions rest primarily on the shaky bedrock of financial and legislative considerations rather than perceived need. Following marketing strategies can enhance the indispensability of school psychologist by taking on two challenges. The first way is by convincing the public that psychological products are of value relative to the cost, particularly relative to the cost of not having services such as school-based prevention of crime and substance abuse. The second challenge is to convince the public that we should be the exclusive "distributor" of these services as compared to another profession. Four key recommendations relative to these challenges are: (1) to "downsize" school psychology's definition to make it more focused and narrow reflecting most needed services; (2) a call for psychology to look at the general effectiveness of "products and services" and question whether they work; (3) to market school psychology so that people know what it is and what school psychologists do in such a way that the message sticks; and (4) to enhance networking and development of community contacts. (JBJ)

ED 406 610 CG 027 483

Kratochwill, Thomas R.
Advancing Knowledge in Schools through Consultative Knowledge Linking.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p119-23; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consultants; *Consultation Programs; Counselor Teacher Cooperation; Elementary Secondary Education; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists
IDENTIFIERS- *Knowledge Linkers

Consultation services have been considered an essential and important role for school psychologists throughout the history of the field. Traditionally consultation has been cast as a

ED 406 629 CG 027 622

Doll, Beth; Murphy, Patrick
Recess Reports: Self-Identification of Students with Friendship Difficulties.
PUB DATE- Aug 96
NOTE- 42p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Elementary Education; *Elementary School Students; Friendship; Grade 3; Grade 4; Grade 5; *Interpersonal Competence; *Peer Acceptance; Peer Relationship; Play; Playground Activities; *Recess Breaks; Self Concept; *Self Evaluation (Individuals)

Students' relationships with peers is fundamental to their mental health. A 3-month study presented here investigated the nature and frequency of students' self-reported recess problems and the degree to which these were concomitant with two often-used measures of children's social competence: peer acceptance and mutual friendships. Seven specific student complaints were investigated, including three problems with peer conflict, three problems with social isolation, and one problem with play enjoyment. Results reveal that certain recess problems were occurring with surprising frequency. Children experienced the seven problems in 3% to 8% of their recesses, with not being allowed to join a group in play being the most frequent recess problem. Significant correlations were reported between recess self-reports and the size of children's friendship networks. Some, but not all, children with frequent recess problems were of low peer acceptance and/or had few identified friends. None of the seven recess problems differed markedly by grade, and few differences were noted by gender, suggesting that there are more similarities than differences in recess problems across age and gender. Correlations exist between the measures of social competence used in developmental research and children's complaints of recess problems. Contains 60 references. (RJM)

ED 406 630 CG 027 627

Lonsway, Kimberly A.
Police Training in Sexual Assault Response: Comparison of Approaches.
PUB DATE- Aug 96
NOTE- 40p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; *Comparative Analysis; Interviews; *Police; Police Action; *Police Education; *Rape; Responses; Sexual Abuse; *Training Methods; Victims of Crime
IDENTIFIERS- Rape Myths; Sexual Violence

Although police officers are routinely criticized for their negative attitudes and behavior toward sexual assault victims, few programs are described in the literature which educate and train officers to improve their actions in this area. This neglect is addressed in this study, in which three classes of

ED 406 650 CS 012 789

Cooter, Robert B., Jr.; Flynt, E. Sutton
Teaching Reading in the Content Areas: Developing Content Literacy for All Students.
PUB DATE- 96
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Content Area Reading; Content Area Writing; Intermediate Grades; *Literacy; Models; *Reading Comprehension; *Reflective Teaching; Secondary Education; Student Evaluation; Vocabulary Development
IDENTIFIERS- Expository Text; Learning Environment

Organized around the content literacy model, this book provides scholarly and pragmatic information about teaching in the content areas and suggests a variety of successful strategies for incorporating reading, writing, listening, and speaking that can become part of a teacher's repertoire. The content literacy model used in the book arises from the belief that masterful teaching is based on the practices of reflection and assimilation. The book incorporates innovative teaching methods with traditional ideas. Chapters in the book are (1) Content Area Reading: Developing Literacy in Subject Matter Classrooms; (2) Students in the Content Classroom; (3) Assessing Content Literacy; (4) The Learning Environment; (5) Comprehending Text; (6) Vocabulary Development and the Content Area Classroom; (7) Learning from Expository Text; (8) Writing in the Content Area Classroom; (9) Extending Learning through Literature; and (10) Toward Independent Learning. Contains approximately 375 references. An appendix describes a guided action research plan. (RS)

ED 406 651 CS 012 790

Reading Framework for the National Assessment of Educational Progress: 1992-1998. NAEP Reading Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 97
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Intermediate Grades; *Literacy; *Reading Achievement; *Reading Skills; *Reading Tests; Secondary Education; Student Development; Test Construction; *Test Content; *Test Format
IDENTIFIERS- *National Assessment of Educational Progress; Reading Management

This booklet presents the Reading Framework for the 1992, 1994, and 1998 National Assessment of Educational Progress (NAEP). Developed through a national consensus process as part of an effort to move assessment forward, the framework presented in the booklet is more consistent with contemporary knowledge about reading and more relevant to the needs of education decisionmakers than earlier assessments have been. After an

ED 406 670 CS 215 777

Graham, Laura; Pajares, Frank
The Psychologizing of Language Arts Instruction: Teachers' and Students' Beliefs about What It Means to Care.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; *Classroom Communication; Creative Writing; Criticism; *Evaluation Methods; Feedback; Grade 8; Junior High Schools; Language Arts; Middle Schools; Poetry; Student Evaluation; *Teacher Response; *Teacher Student Relationship; Teaching Methods; Writing Instruction
IDENTIFIERS- *Dialogic Communication; Middle School Students; Middle School Teachers

Two studies illustrate the concern that the connection between teachers' beliefs and their instructional practices can be a troublesome one if beliefs are informed by formalist thinking related to truth and caring in the teaching conversation. Subjects, 21 middle school language arts teachers and 216 eighth-grade students were asked what they thought would constitute appropriate responses to a middle school student's request for feedback about his poem. In spite of their training and experience, the instructional strategies of the teachers were guided by formalist beliefs about what they believed to be sound pedagogy. As a consequence, they minimized the importance of what the student actually said in the poem. Truth was sacrificed in favor of caring, which was often interpreted as helping the child to feel good about his work and about himself independent of the work's merits. Honest criticism and instruction were minimized. In contrast, students themselves called out for honesty and for academic instruction and interpreted caring as receiving academic help. Few expressed formalist principles, and most argued that their teachers need not surrender truth, criticism, or instruction to express care and concern. They also revealed that they could and would see through their teachers efforts at impression management. Findings, interpreted within frameworks provided by S. Cavell's (1969) criteria for reciprocal conversation and J. Habermas' (1979) conception of the ideal speech act, suggest that caring for students should be inextricably conjoined with truth in the teaching conversation. (Contains 44 references.) (Author/TB)

ED 406 671 CS 215 778

Tichenor, Stuart
Making Basic Composition Relevant.
PUB DATE- 22 Jul 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Writing; Higher Education; Instructional Effectiveness; Instructional Innovation; *Relevance (Education); *Student Attitudes; *Student Centered Curriculum; Teacher Student Relationship; *Technical Writing; *Writing Assignments

ED 406 690 CS 215 822

Lackey, James R.; And Others
The Effects of Written Feedback on Motivation and Changes in Written Performance.
PUB DATE- Mar 97
NOTE- 162p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Feedback; Freshman Composition; Higher Education; Predictor Variables; *Self Efficacy; *Student Educational Objectives; *Student Motivation; *Teacher Response; Writing Ability; *Writing Evaluation; Writing Improvement; Writing Research; Writing Skills
IDENTIFIERS- Social Learning Theory

A study examined the impact of written feedback on goals and self-efficacy, and the impact of goals and self-efficacy on changes in writing performance. Subjects were 137 students in a second-semester freshman-level college English composition class and 5 second-semester graduate assistant teachers. Consistent with social learning theory, results indicated that, among motivational variables, the best predictor of change in writing performance was changes in self-efficacy for writing skills. Among types of written feedback the students received, the best predictor of changes in writing skill self-efficacy was the grades that the students received. Results also indicated that the students entered the semester with limited knowledge about the writing process or their ability, but by the end of the semester, they began to understand the writing skills targeted in an earlier study, and, consequently, their understanding of the writing process, their understanding of their own ability, and their self-efficacy increased. Among the types of written feedback, the best predictor of changes in writing performance was the number of task-specific comments that the students received. In addition, the teachers who gave the most task-specific comments also saw their students' writing scores improve the most. Findings support A. Bandura's (1986) contention that self-efficacy is malleable and positively related to improvements in performance. Findings concerning student goals are more ambiguous. (Contains 63 references, and 21 tables and 14 figures of data. Appendixes present a writing prompt, a scoring rubric, data analysis, directions for coding, and 9 tables of data.) (Author/RS)

ED 406 691 CS 215 823

Kral, E. A.
Scientific Reasoning and Achievement in a High School English Course.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Classroom Research; Course Descriptions; Deduction; *English Instruction; Grade 12; High Schools; *Instructional Effectiveness; Learning Theories;

ED 406 709 CS 509 491

Reppert, James E.
The SAU Report: A University Television News Program.
PUB DATE- Apr 93
NOTE- 25p.; Paper presented at the Joint Meetings of the Southern States Communication Association and the Central States Communication Association (Lexington, KY, April 14-18, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; Higher Education; Majors (Students); News Media; *News Reporting; *Scripts; *Student Developed Materials; Student Participation; *Television; Television Curriculum
IDENTIFIERS- *Electronic News Gathering; News Stories; *Southern Arkansas University; Television News

This paper contains materials which were developed in a course at Southern Arkansas University (SAU) designated as Broadcasting 4003, Advanced Electronic News Gathering. The paper lists the names of the course participants and states that the course is designed to give junior and senior broadcasting majors assignments which will prepare them for entry-level reporting positions at small market network television affiliates or cable outlets. The paper offers an edited compilation of selected advanced electronic news gathering reports from the 1991-92 school year, covering a wide variety of university activities. The paper contains actual news scripts written by students--stories include: (1) search committee for new president; (2) president resigns; (3) new president selected; (4) Brinson charges (last name of immediate past SAU president); (5) reception for new president; (6) the new art building; (7) Broadway performer visits SAU; (8) library computers; (9) campus security; (10) and federal grants for agriculture. (NKA)

ED 406 710 CS 509 494

Reppert, James E.
Teaching Technoliteracy: Assignments Requiring Microcomputer Applications in Oral Communication Courses.
PUB DATE- Sep 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Lake Cumberland State Park, KY, September 20-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assignments; *Class Activities; *Computer Assisted Instruction; *Electronic Mail; Higher Education; Instructional Improvement; Microcomputers; Online Systems; Persuasive Discourse; *Public Speaking; *Research Tools; World Wide Web
IDENTIFIERS- Computer Use; Extemporaneous Speaking; Southern Arkansas University

This paper outlines methods for students in an introductory speech course at Southern Arkansas University to use microcomputers as essential research tools in class assignments. The outline is divided into seven projects, each with two objectives and a list of activities and procedures:

ED 406 731 EA 028 294

Glines, Don
YRE: Understanding the Basics.
PUB DATE- Feb 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Extended School Year; Flexible Scheduling; Nontraditional Education; Quarter System; *School Schedules; Summer Schools; Time Factors (Learning); *Year Round Schools

Prior to the 1940s, several communities in the United States had adopted year-round education (YRE). This paper presents an overview of YRE, including history, patterns of implementation, various calendars, intersession arrangements, pros and cons, and a list of areas to be addressed when considering YRE. Proponents of YRE argue that it enhances continuous learning; offers short vacations that refresh students and teachers; reduces vandalism and discipline concerns; features ongoing intersessions; allows vacations in offpeak seasons; eases overcrowding; assists low-achieving students; and provides year-round employment. Opponents argue that change is difficult; child-care arrangements must be revised; families might follow different calendars; teachers will not be home with their own children; inservice days are harder to schedule; summer vacation is shorter; buildings need air conditioning; and summer jobs are disrupted. A conclusion is that the concept of YRE should be presented as a way to create continuous learning, not as a way to restructure 9-month schooling. (Contains seven references.) (LMI)

ED 406 732 EA 028 297

Achilles, C. M.; And Others
Department Chair Leadership in a Restructuring High School (Project LIRO).
PUB DATE- Feb 93
NOTE- 30p.; Paper presented at the Annual Meeting of the American Association of School Administrators (Orlando, FL, February 1993). Project funded by the Small Grants School-Based Research Program, 1990-91, with followup data and comments (1991-93).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; High Schools; *Improvement Programs; Inservice Education; *Organizational Climate; *Participative Decision Making; Partnerships in Education; Professional Development; School Culture; *School Restructuring

The processes of school improvement at the secondary level are not well understood. This report summarizes activities conducted during 1990-91 in the Asheboro (North Carolina) City Schools in cooperation with personnel at the University of North Carolina at Greensboro. The partnership created Teacher Collegial Groups (TCGs), which were leadership teams of department chairpersons in a large North Carolina high school. Data were derived from interviews, teacher and principal questionnaires, and archival measures of student outcomes. The purpose of LIRO was to improve school outcomes and to develop a "community of learners" involving educators at the K-12 level

ED 406 751 EA 028 319

Strachan, Jane

Resistance, Agreement and Appropriation: Practising Feminist Educational Leadership in a 'New Right' Context.

PUB DATE- Mar 97

NOTE- 24p.; Paper presented at the Annual General Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Administrator Responsibility; *Administrator Role; *Educational Administration; Educational Policy; *Feminism; Foreign Countries; Leadership; *Leadership Qualities; *Principals; *School Administration; Secondary Education

IDENTIFIERS- *New Right; *New Zealand

Literature on educational policies of the "New Right" suggests that within a neoliberal context, school principals become institutional managers rather than educational leaders. The practice of feminist educational leadership, which works for improved social justice and equity for staff and students, is committed to empowering coworkers, and seeks to establish a caring school community, appears to be antithetical to the context of the New Right. This paper presents findings of a study that examined the feminist educational leadership practices of three women who were principals of coeducational secondary schools in New Zealand. Data were gathered through interviews with staff and 13 secondary-school principals (who identified themselves as feminists), an indepth study of 3 of those principals, observation, and document analysis. The paper describes how the increase in financial, accountability, and marketing responsibilities affected the principals' ability to implement their feminist leadership agendas. The paper describes ways in which the principals shared power despite the New Right managerial leadership ethos and how they responded to the managerial ethos through strategies of resistance, agreement, and appropriation. Finally, personal value systems and school context also affected how the principals carried out their feminist partnerships. (Contains 42 references.) (LMI)

ED 406 752 EA 028 321

Goddard, J. Tim

Voices from the Swamp: Identifying the Professional Development Needs of Principals.

PUB DATE- Mar 97

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Foreign Countries; Governance; *Management Development; *Principals; *Professional Development; *School Administration; School Based Management; Women Administrators

IDENTIFIERS- *Nova Scotia

During the mid- to late-1990s, economic downturns, outmigration

ED 406 770 EC 305 463

Compton, Mary V.; Shroyer, Susan P.
Using Cases and Case Methods in Teacher Preparation and Deafness.
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Critical Incidents Method; Deafness; Decision Making; *Hearing Impairments; Higher Education; Partial Hearing; *Preservice Teacher Education; Special Education Teachers; Teaching Methods
IDENTIFIERS- *Case Method (Teaching Technique)

This paper discusses the development and use of case studies in the preservice education of teachers of the deaf and hard-of-hearing. It describes the guidelines for selecting decision-based cases, which were judged the most appropriate for instruction of prospective teachers. The selection of cases focused on choosing a critical incident, describing the context in which the incident occurred, identifying the players, and reviewing the incident and the players' response to the incident. Critical incidents explored in the six cases include parental choice of communication modality, miscommunication between a teacher of the deaf and a regular classroom teacher, lack of administrative support for a student's self-esteem needs, and a parent's quest for an educational interpreter. (Contains 13 references.) (DB)

ED 406 771 EC 305 464

Dilka, Karen L.; Haydon, Deborah
Distance Learning through Telelinking.
PUB DATE- Mar 97
NOTE- 5p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Deafness; Delivery Systems; *Distance Education; Educational Media; Educational Methods; *Hearing Impairments; Higher Education; *Interactive Video; *Teacher Education; *Telecommunications
IDENTIFIERS- *Compressed Video

This paper describes the application of compressed video technology in distance education programs in the training of teachers of the deaf. Compressed video transmits voice and video via high speed digital telephone lines to connected classroom sites and is capable of delivering coursework statewide. Instructors can monitor several sites simultaneously or focus on individual members of the class at the same time that individual sites have the capability of viewing other sites, thus permitting an exchange of group information. Among advantages of this technology are the active involvement of students, use of guest speakers from any location, the ability

ED 406 789 EC 305 490

Skiba, Russell; And Others
Tracking the Cost of Care for Students with Severe Disabilities: A Fiscal Analysis of Indiana's Alternative/Residential Services. Final Report.
SPONS. AGENCY- Indiana State Dept. of Education, Indianapolis. Div. of Special Education.
PUB DATE- Jan 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autism; Community Programs; Cost Effectiveness; Deafness; *Delivery Systems; Educational Trends; Elementary Secondary Education; *Emotional Disturbances; *Expenditure Per Student; Family Problems; High Risk Students; Males; Program Costs; Residential Programs; *Severe Disabilities; Severe Mental Retardation; Student Characteristics; *Student Placement
IDENTIFIERS- *Indiana

This Indiana study reviewed the program by which students with severe disabilities are placed in alternative/residential services. It examined the types of children served, the services they receive, and the costs of these services. Data were collected from 299 applications for services in residential treatment and local alternative services. Most (64 percent) of the children were classified as emotionally disturbed, followed by autism (13 percent), severe mental handicap (5 percent) and hearing impairment (4 percent). Most of the students are male (81 percent) and about 70 percent have received a clinical mental health diagnosis, the most common being conduct disorder/oppositional disorder (20 percent). Seven risk characteristics and problem behaviors associated with one another were identified, including conduct disorders, developmental disability, juvenile delinquency, medical problems, serious emotional problems, and sexual problems. Three family risk factors were identified: a dangerous or abusive home situation, an unstable family history, and mental illness in the family. Most (54 percent) students were placed in alternative services in the community, 32 percent were placed in residential programs in state, and 14 percent went out of state. Local alternative placement averaged $33,000, whereas residential placement averaged $75,000 per contract, regardless of the specific services provided or child/family risk factors. Results strongly support strengthening the capacity of communities to provide services locally. Appended are a summary of national and state trends in care systems, data collection forms, data tables, and descriptions of three cost models. (Contains 21 references.) (DB)

ED 406 790 EC 305 491

Cameron, Sarah Jeanne
What Is an Inclusion Specialist? A Preliminary Investigation.
PUB DATE- 94
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Consultants; *Disabilities; Educational Change; *Educational Trends; Elementary Secondary Education; *Inclusive

ED 406 806 EC 305 512

Dwyer, Jane Ebaugh; Rule, David L.
The Effects of a Kindergarten Prevention Program on Special Education Referrals, Classifications and Retentions.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Beginning Reading; Curriculum Based Assessment; *Disability Identification; *Early Intervention; *Grade Repetition; Kindergarten; Parent Teacher Cooperation; Phonology; *Prereferral Intervention; Prevention; Primary Education; *Reading Difficulties; Reading Readiness; *Referral; Special Education

This study analyzed the effects of a kindergarten phonological awareness training program, STeps Into Reading (STIR) on the number of special education referrals, classifications, and retentions in a rural elementary school in New York. These numbers were compared prior to and after the program's implementation. STIR is based on research in the area of phonological awareness and includes components of student screening, teacher training, parent education, a parent communication system, congruence with the regular classroom, ongoing program evaluation, and continuous student assessment. Before STIR was implemented, the only way to receive academic support in kindergarten or first grade was to be classified for special education. Special education records from 1984-1991 were compared to those from 1991 through 1996. Retention rate was determined by the number of students in the prefirst program. Results indicated a significant reduction in referrals and special education classifications after the STIR phonological awareness program was established. The prefirst program was eliminated in 1993 due partially to the effectiveness of the STIR kindergarten program. However, this elimination had unexpected effects as third grade teachers reported fewer students, with a lower average chronological age, were ready for the switch to a more content-based curriculum. "The critical year for the difference in the maturity level of chronologically young children may be in fourth grade, not in third as was suspected." (Contains 33 references.) (DB)

ED 406 807 EC 305 513

Renick, Patricia R.
Influences on the Development of Three Preservice Special Educators: A Case Study.
PUB DATE- Aug 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Disabilities; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Qualitative Research; *Socialization; *Special Education Teachers; *Student Development; *Student Teachers; Student Teaching
IDENTIFIERS- Preservice Teachers; *Professional Socialization

This study examined the student teaching experience of three preservice special education teachers. Journal entries, observations, and participant interviews were used to develop a

ED 406 826 FL 024 458

Okuyama, Yoshiko
Discourse Analysis of Adult-Child Conversations: The Comparison of L1 and L2 Input in Japanese.
PUB DATE- 96
NOTE- 19p.; In: Arizona Working Papers in SLAT, v4, Fall, 1996.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Age Differences; Children; Comparative Analysis; *Discourse Analysis; Foreign Countries; *Intercultural Communication; *Japanese; Language Acquisition; *Language Patterns; Language Research; *Native Speakers; Negative Forms (Language); Parent Child Relationship; Preschool Children; Preschool Education; Second Language Learning; Second Languages; Suprasegmentals

Two related studies investigated (1) the extent to which native language input to five Japanese children was varied based on the children's age, and (2) the effectiveness of adult Japanese second language input to a three-year-old American child during a one-month period in Japan. In the first study, interactions of adult-child dyads were compared for children aged 2 years (n=3) and 4 years (n=2). Results suggest the younger children received more cues making native language linguistic patterns discernible, including shorter intonation units with ending rising pitch and more frequent use of bracketed utterances. The second study found the input a native English-speaking 3-year-old received was similar to that received by his native Japanese-speaking cousin: short intonation units with unique discourse devices such as a sentence-final particle "ne" and rising pitch. During 34 days, the child acquired several nouns, verbs, and other vocabulary, some words and phrases, a basic negative form, and various sentence-final particles often found difficult by non-native adults. After a month, the child was able to initiate a conversation with a native Japanese speaker, calling attention and changing the discourse topic by himself. Transcriptions and translations are appended. Contains 31 references. (MSE)

ED 406 827 FL 024 465

Ejzenberg, Roseli
The Role of Task Structure in Oral Fluency Assessment.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (28th, Baltimore, MD, March 8-12, 1994) and at the Annual Meeting of the American Association for Applied Linguistics (17th, Long Beach, CA, March 25-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Definitions; Discourse Analysis; *Evaluation Criteria; *Language Fluency; *Language Proficiency; Measurement Techniques; *Oral Language; Second Languages; Skill Analysis; *Student Evaluation; *Task Analysis

This study sought to develop a description of second language fluency, based on the concept that the microcontext of the testing task and the resulting psycholinguistic demands on speech production affect the nature of the discourse produced so that different tasks have differential impact on an

ED 406 847 FL 024 528

Crandall, JoAnn, Ed.
ESL through Content-Area Instruction. Language in Education: Theory and Practice 69.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 128p.; Originally published: Englewood Cliffs, NJ: Prentice-Hall, 1987.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Higher Education; *Mathematics Instruction; *Science Instruction; Second Language Instruction; *Social Studies; Teaching Methods
IDENTIFIERS- *Content Area Teaching

The concept of integrating language instruction with subject matter instruction is not new to language educators. It has been attempted for many years in adult education, in university programs for foreign students, and in specialized language courses for scientists, businessmen, and other professionals. To some degree, it has also been a part of elementary and secondary school English-as-a-Second-Language programs. The collection of essays included in this book--written by classroom teachers, researchers, and teacher educators--describes some of the ways in which English language instruction is being integrated with science, mathematics, and social studies in elementary, secondary, and college classes, and reviews some of the theoretical support for this approach. Included in this volume are an introduction to content-based ESL by JoAnn Crandall and the following chapters: (1) "Integrating Language and Mathematics Learning" (Theresa Corasaniti Dale, Gilberto J. Cuevas); (2) "ESL and Science Learning" (Carolyn Kessler, Mary Ellen Quinn); and (3) "ESL and Social Studies Instruction" (Melissa King, Barbara Fagan, Terry Bratt, Rod Baer). Contains references. (JL)

ED 406 848 FL 024 529

Snow, Don
Teaching English Abroad: An Introduction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Acculturation; Course Content; *English (Second Language); Foreign Countries; Instructional Materials; *Lesson Plans; Second Language Instruction; Student Evaluation; Teaching Methods
IDENTIFIERS- ERIC Digests

Each year, thousands of men and women from English-speaking countries go abroad as English teachers through volunteer agencies such as the Peace Corps or Voluntary Service Overseas, or through myriad other church, government, business, and academic organizations. For these novice teachers, the

ED 406 865 FL 801 151

Brignoni, Gladys
A Close Examination of the Administrative and Instructional Practices of ESL Workplace Literacy Programs in the Midwest.
PUB DATE- Aug 96
NOTE- 303p.; Doctoral Dissertation, Indiana University.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Cultural Context; Cultural Pluralism; Educational Objectives; Educational Strategies; *English (Second Language); Financial Support; *Inplant Programs; Instructional Innovation; Limited English Speaking; *Literacy Education; Outreach Programs; Program Administration; Program Design; Program Evaluation; Program Implementation; Regional Characteristics; Scheduling; School Business Relationship; Second Language Instruction; *Second Language Programs; Student Characteristics; Student Evaluation; Student Recruitment; Teacher Characteristics; Teaching Methods; Unions; *Vocational English (Second Language); Volunteer Training; Volunteers; *Workplace Literacy
IDENTIFIERS- Illinois; Indiana

A study investigated instructional administrative practices in workplace English-as-a-Second-Language (ESL) programs and lessons learned in their implementation, with special attention given to innovative practice and its context. Data were drawn from a survey of 22 workplace literacy programs with culturally diverse populations in a variety of industries in Illinois and Indiana, and from four in-depth program examinations. Program aspects studied include: goals; adjustments for multi-ethnic populations; philosophical or practical orientation; educational strategies; teaching methods; approach to cultural issues; teacher and volunteer staffing; teacher and volunteer training; needs analysis; program evaluation; student identification and recruitment; outreach efforts; and support services. Results are summarized in these areas: curriculum goals; program history; hours; instructional providers; union involvement; program origins; financial support; participant recruitment and selection; support services; need analysis, assessment, and evaluation; obstacles to program success; key features of effective programs; trainer recruitment and selection; teaching approaches and methods; program design and populations served; program orientations; potential contradictions or conflicts; model program design; and implications for practice. Appended materials include information related to site selection and survey. Contains 121 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 866 FL 801 152

Grognet, Alene Guss
Planning, Implementing, and Evaluating Workplace ESL Programs. PAIE Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 6p.; Prepared by the Project in Adult Immigrant Education (PAIE) of the National Clearinghouse for ESL Literacy Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

ED 406 883 HE 030 041

Rowley, Daniel James; And Others
Strategic Change in Colleges and Universities: Planning to Survive and Prosper. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 97
NOTE- 343p.; For related document, see HE 030 042.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; *College Administration; Colleges; *Educational Change; *Educational Planning; *Higher Education; Institutional Mission; Institutional Personnel; Interpersonal Communication; Long Range Planning; Models; Politics of Education; *Strategic Planning; Universities

This book develops a schema of strategic planning that has proved effective and useful at a variety of colleges and universities. It looks at the general context and imperative for doing strategic planning and considers the historical and traditional antecedents that have led to the present-day need for strategic planning. The book reviews the major differences between strategic planning exercises in business and higher education, notes the problems associated with mission-based planning, and analyzes the general internal environments of colleges and universities and the role of politics in such institutions. A basic theoretical model for the strategic planning process and a step-by-step method of constructing the planning process are provided. The book considers specific issues involved in carrying out strategic planning, including people issues, time issues, and issues surrounding planning committees. The importance of communication and participation in the strategic planning process is stressed. The book looks at how college and university strategic planners should implement the results of their planning efforts, focusing on the integral components of a successful implementation strategy. Differences in the nature of individual institutions are noted along with future trends in educational planning. (Contains approximately 210 references.) (MDM)

ED 406 884 HE 030 042

Dolence, Michael G.; And Others
Working toward Strategic Change: A Step-by-Step Guide to the Planning Process.
PUB DATE- 97
NOTE- 180p.; For related document, see HE 030 041.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Administration; Colleges; Committees; *Educational Change; *Educational Planning; *Higher Education; Institutional Evaluation; Interpersonal Communication; Long Range Planning; Models; Program Development; *Strategic Planning; Universities
IDENTIFIERS- Performance Indicators

This workbook develops basic strategic planning models and

ED 406 903 HE 030 076

Boyle-Heimann, Kristen P.
College Students' Perceptions on Interactions across Difference.
PUB DATE- Mar 97
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *College Freshmen; College Programs; *Cultural Awareness; *Cultural Differences; Focus Groups; Higher Education; *Multicultural Education; Peer Relationship; Power Structure; Qualitative Research; Racial Differences; *Student Attitudes

This study examined college students' perceptions on interactions across racial and cultural differences at a major research university in the United States. Approximately 30 freshman students from various groups volunteered to participate in a year-long program intended to encourage students to become cross-cultural mentors and allies for each other. Participants completed a questionnaire and an in-depth interview during the program. Participant-observation audio recordings and a focus group session with three participants were also conducted. Extensive excerpts from the focus group discussions indicated that all three students demonstrated their cognizance of the role identity plays in interpersonal interactions. Their own descriptions of how they were both blind to and conscious of identity in their interactions illustrated the notion that these students may not have a singular perception of identity in all of their interactions. Although these students did not deny the existence of racism or even deny their own personal prejudices, neither did they acknowledge the ways in which issues of power might impact their interactions across difference. Appendixes provide copies of the student questionnaires, interview questions, and focus group questions. (Contains 22 references.) (MDM)

ED 406 904 HE 030 077

Returning to Our Roots: The Student Experience.
PUB DATE- Apr 97
NOTE- 43p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Advocacy; College Presidents; Cost Effectiveness; Educational Change; *Educational Policy; Educational Trends; Enrollment Trends; Financial Support; Futures (of Society); Higher Education; Institutional Mission; *Land Grant Universities; Long Range Planning; *State Universities; *Student Centered Curriculum; Student Experience; Trend Analysis

This report discusses the challenges facing state and land grant universities and offers an agenda for change put forth by 25 current or former presidents of such institutions. It advances three broad ideals for state and land grant universities, in that they should become genuine learning communities, student-centered and committed to teaching excellence, and strive to

ED 406 925 HE 030 099

Phelan, Joseph F., Ed.; And Others
College & University Foundations: Serving America's Public Higher Education. A Handbook for Members and Chief Executives of Foundations and Governing Boards.
SPONS. AGENCY- Common Fund, New York, N.Y.; Indiana Univ. Foundation, Bloomington.; Teachers Insurance and Annuity Association, New York, N.Y.
PUB DATE- 97
NOTE- 364p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Finance; Fund Raising; Higher Education; Institutional Administration; National Surveys; *Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; Public Colleges; *Public Education; Universities; Volunteers

The 16 essays in this volume address the premise that the success of a college or university related foundation is directly proportional to the strength and quality of its relationship with its host institution. Papers are organized into four sections on: genesis and evolution of institutionally related foundations, their structure and function, critical issues, and perspectives. Papers are: (1) "The Changing Case for Establishing College and University Foundations" (Joseph F. Phelan); (2) "Creating a Successful Institutionally Related Foundation" (Royster C. Hedgepeth); (3) "Growth Patterns of Active Foundations: Lessons for Boards" (Joseph F. Phelan and David T. Shufflebarger); (4) "Starting New or Starting Anew: Organizing with Purpose" (Joseph F. Phelan); (5) "Active Fund-Raising for Active Foundations" (John Lippincott and John K. Martin); (6) "Managing Assets, Part One: The Effective Foundation Investment Committee" (John W. Guy); (7) "Managing Assets, Part Two: Investing and Spending" (David W. Bahlmann); (8) "Capitalizing on the Talents of Foundation Directors" (Anthony R. Kuzneski and Larry R. Panaia); (9) "Funding the Foundation" (Curtis R. Simic and Barbara Coffman); (10) "Building Solid Relationships with the Host Institution" (Thomas R. Popplewell); (11) "The Community College Foundation" (Barbara J. Keener); (12) "The Foundation's Behavior as a Cornerstone of Trust" (Gary A. Ransdell); (13) "Autonomy and Independence: Lessons from the Courts" (Marguerite M. Brown); (14) "The Foundation as an Institutional Resource: A President's View (Thomas C. Meredith); (15) "Fostering Successful Relationships Between Governing Boards and Foundation Boards" (Richard D. Legon); and (16) "At the Horizon and Beyond: Other Issues Worthy of Foundation Board Attention" (David T. Shufflebarger). Appended are results from a 1995 survey of college and university foundations and prototype formats for such items as foundation bylaws and articles of incorporation. (Some essays contain references.) (CH)

ED 406 926 HE 030 100

Jones, Glen A., Ed.
Higher Education in Canada: Different Systems, Different Perspectives. Garland Studies in Higher Education, Volume 11. Garland Reference Library of Social Science, Volume 1099.
PUB DATE- 97
NOTE- 367p.

ED 406 945 HE 030 122

Russo, C. W. Russ
ISO 9000 and Malcolm Baldrige: In Training and Education. A Practical Application Guide.
PUB DATE- 95
NOTE- 344p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Audits (Verification); Higher Education; *Institutes (Training Programs); Management Teams; Organizational Development; Participative Decision Making; *Performance Technology; Program Effectiveness; *Quality Circles; Quality Control; Standards; *Total Quality Management; Trainees; Trainers; *Training Methods; Training Objectives
IDENTIFIERS- International Organization for Standardization; *ISO 9000; *Malcolm Baldrige National Quality Award; National Institute of Standards and Technology

This book is addressed to educators and work-place trainers interested in applying the Malcolm Baldrige award criteria and/or the International Organization for Standardization (ISO) 9000 training guidelines for program improvement. An initial section compares and contrasts the ISO standards and the Malcolm Baldrige National Quality Award criteria, and explains how to conduct quality projects in training departments or educational organizations such as colleges and universities. Then, chapters in Part 1 describe the philosophy behind both systems, define terms and concepts, and explain how to organize training quality projects and how to prepare for audits and award visits. Part 2 addresses each of the ISO 9000 elements--which range from management responsibility; to design, document, and data control; to inspection and testing; to corrective and preventive actions; to audits, training, servicing, and to statistical techniques. The chapters in Part 3 describe the Malcolm Baldrige National Quality Award criteria for leadership, information and analysis, strategic planning, human resource development, process management, business results, and customer focus, explain how they are organized, and what an examiner might look for; and Part 4 provides information on other ISO programs intended to help trainers and educators maintain interest in quality programs. Four tables in the book's foreword help the reader select topics of particular interest. (CH)

ED 406 946 HE 030 123

Programs for Land-Grant Schools. Report to Chairman, Committee on Indian Affairs, United States Senate.
PUB DATE- 28 Mar 96
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *American Indian Education; American Indians; *Black Colleges; Black Education; Community Colleges; *Federal Aid; Federal Indian Relationship; Federal Legislation; Federal Programs; Government School Relationship; Higher Education; *Land Grant Universities; Primary Education; Rural Extension; *Tribally Controlled Education

ED 406 964 IR 017 913

Coutts, Julia
The Effects of Distance Education Technology on Teaching and Learning.
PUB DATE- May 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Class Activities; *Distance Education; *Educational Technology; Foreign Countries; *Interactive Video; Interpersonal Relationship; Interviews; Nontraditional Education; Outcomes of Education; Rural Areas; Secondary Education; Student Reaction; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Saskatchewan

This report is a summary of a Master's thesis, entitled "Distance Education Technology and the Teaching-Learning Process in a Rural High School: A Case Study." The study explores the use of distance education technology in a small rural high school. More specifically, the study focuses on two issues: (1) students' approach to learning and their views about learning in the receiving classroom of a distance education project using compressed video technology and (2) the teacher's approach to teaching and his/her views about teaching in the sending classroom of such a project. Data was collected through observations and interviews in September and October, 1993 in the Law 30 class of two K-12 schools in the Wheatbelt School Division (Saskatchewan, Canada). Contextual description of the study is followed by portrayals of the six participants and a discussion of administrative, instructional, and technical considerations (class size, scheduling, examination supervision, class format, pace of instruction, students' advance preparation, classroom setup, camera and picture quality, and sound quality). The different approaches and viewpoints of each participant are highlighted. Findings from the study focus on the underlying themes of technology, interpersonal interaction, and the additional demands made by the technology on the teacher and students. The results of this study demonstrate the necessity of careful pre-planning and ongoing support of teachers and students for the duration of distance education classes. Suggestions are presented in these areas for boards of education, administrators and teachers. Diagrams of the sending and receiving classrooms are appended. (Contains 32 references.) (AEF)

ED 406 965 IR 018 312

The EDUTECH Report, 1996-97.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Technology; Higher Education; Information Services; *Information Technology; Internet; Newsletters; Nontraditional Education; Strategic Planning; *Technological Advancement
IDENTIFIERS- Administrator Involvement; Faculty Attitudes; *Role of Technology

This document consists of 12 issues, an entire volume year, of the EDUTECH Report published between April 1996 and March 1997.

choices; (4) internal funding represents more than half the resources available to researchers for conducting research; and (5) because the overwhelming majority of AE research projects supported by the Social Science and Humanities Research Council of Canada are in the funding category Education and Work in a Changing Society, most current research in adult education is confined to a limited set of short-term economic (work-related) topics. (12 references) (MN)

ED 406 517   CE 073 465

Correctional Education Programs for Adults with Learning Disabilities.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Programs; *Adult Students; Annotated Bibliographies; Community Organizations; *Correctional Education; Correctional Rehabilitation; Counseling Services; Educational Benefits; *Educational Diagnosis; *Educational Needs; *Learning Disabilities; Newsletters; Nonprofit Organizations; Program Effectiveness; Student Evaluation; Student Placement; Success

This newsletter contains six articles about correctional education for learning-disabled adults. In "Correctional Education: A Worthwhile Investment; An Interview with Steven Steurer," the executive director of the Correctional Education Association (CEA) explains the benefits of correctional education and some of the CEA's efforts to improve the educational services for learning-disabled inmates. "Learning Disabilities and the Correctional System" (Neil Sturomski) emphasizes the importance of diagnosing learning disabilities and accommodating learning-disabled adults in correctional education. "Exit upon Entry" (Barbara McAnelly) describes placement options available to inmates with disabilities. "Success with Special Services in Correctional Settings" (Carrie Swanson) lists some interventions/accommodations that have proved successful for learning-disabled inmates. "The Fortune Society" (Charles W. Washington, Donna James, Jessica Scannell) profiles a nonprofit community-based organization dedicated to helping ex-offenders break the cycle of crime/incarceration, helping young people lead productive lives, and educating the public about prisons and criminal justice issues. "A (H)old Life to a New Life" (Steven J. Garr) is a discussion by an ex-inmate of his learning disability and success on the General Educational Development Tests. Concluding the newsletter is an annotated list of eight organizations concerned with learning disabilities and correctional and literacy education. (MN)

ED 406 518   CE 073 473

Administrative Support Occupations Skill Standards.
SPONS. AGENCY- Kentucky State Dept. of Adult and Technical Education, Frankfort. Cabinet for Workforce Development.
PUB DATE- Mar 96
NOTE- 70p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

Analysis; Vocational Education
IDENTIFIERS- Virginia

This publication contains a worker task list and supplementary information for occupations in the agriculture and natural resources cluster of occupations. The task list were generated through the DACUM (Developing a Curriculum) process and/or by analysis by a panel of experts. Tasks are listed in 10 categories: (1) performing investigative functions; (2) performing collection functions; (3) performing analytical functions; (4) performing monitoring functions; (5) managing waste; (6) preserving natural resources; (7) performing management functions; (8) resolving environmental problems; (9) performing communication functions; and (10) applying math and science concepts. Supplementary information includes information on worker traits and attitudes, knowledge, and basic skills and techniques. (KC)

ED 406 535 CE 073 761

Business Cluster. Occupational Analyses. Worker Task Lists and Supplementary Information for Selected Occupations.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 33p.; Developed by Lord Fairfax Community College, Tidewater Tech Prep, Mountain Empire Tech Prep, and Dabney S. Lancaster Community College. For related documents, see CE 073 760-764.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Administration; *Business Education; *Competence; Competency Based Education; *Computer Networks; Computers; Employee Attitudes; Employment Qualifications; Information Systems; Job Skills; Occupational Clusters; *Occupational Information; Postsecondary Education; Sales Workers; Secondary Education; Service Occupations; Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This publication contains worker task lists and supplementary information for five occupations in the business cluster: (1) microcomputer network technology; (2) customer service representative; (3) computer network administrator; (4) computer information systems; and (5) business manager. The task lists were generated through the DACUM (Developing a Curriculum) process and/or by analysis by a panel of experts. The following supplementary information is included for each occupation: (1) microcomputer network technology--attitudes, knowledge, basic skills/techniques; (2) customer service--attitudes, knowledge, certification/professional associations, recommendations for students, general and technical skills, equipment/software, trends, competencies, career opportunities; (3) network administrator--attitudes, knowledge, certification/professional associations, general and technical skills, equipment/software/literature, trends, competencies; (4) information systems--traits and attitudes, trends, what workers need to know, recommendations for students, skills; and (5) business manager--attitudes, knowledge, certification/professional associations, general and technical skills, equipment/software, trends, core competencies, career ladder. (KC)

ED 406 536 CE 073 762

in computer skills and managerial marketing skills. Approximately two-thirds of responding agribusinesses felt a need for postsecondary agriculture coursework, 8 percent disagreed, and 27 percent were uncertain. Agribusinesses preferred curriculum development in agribusiness management areas and curricula that matched present agribusiness sector characteristics such as animal science. A smaller number indicated a need for horticulture and forestry coursework. Respondents showed a preference for short and focused courses and workshop formats over long-term degree and certificate programs. Several respondents noted that programs should be designed to be synchronous with the farming season to ensure adequate turnout. Twenty-eight (16%) respondents indicated they would be interested in hosting a student intern as part of the agricultural cooperative on-the-job training program; 29 (19%) would like to be contacted about their educational needs; and 27 (17%) indicated they needed assistance in marketing their agricultural products. (Appendixes contain the survey instruments.) (YLB)

ED 406 554 CE 073 808

Bardine, Bryan
Working with Learning Disabled Writers: Some Perspectives. Research to Practice.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- Mar 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Students; *Educational Environment; *Learning Disabilities; Reading Writing Relationship; *Whole Language Approach; *Writing Instruction; Writing Skills

Although most learning disabled (LD) adult learners have a strong desire to enhance their writing skills, many obstacles hinder their success. Characteristics of LD students found in their writing or actions include the following: frustration; poor study/note taking skills; test anxiety; lack of social skills; a difficult time following oral directions; trouble keeping up with group conversations; hard time with the act of handwriting; and reading, spelling, and remembering problems. LD students write less than normally achieving students and have great difficulty organizing their ideas. A whole language class offers these benefits: students spend more time writing; the classrooms are aimed at creating environmental conditions believed to foster self-regulation and self-confidence; and the classrooms place considerable emphasis on the integrative nature of learning. Another instructional technique that seems to have a positive effect on LD writers is the Landmark Method. It emphasizes the interrelatedness of reading, writing, speaking, and listening; metacognition; teacher patience; and teaching to the student's strengths and accommodating learning styles. The commonalities of the approaches are as follows: stress on the importance of making students active participants in the learning process; incorporation of the importance of collaboration among students; teacher-motivators who model; patient teachers; and combination of reading and writing instruction. (Contains 10 references.) (YLB)

ED 406 555 CE 073 812

other. Data were collected from workers in the Department of Mental Health and Mental Retardation in a southeastern state in the United States. At the beginning of the study, 155 workers were surveyed, with a 56 percent return rate. Eighteen months later, 82 of the employees were rated as stayers (62) or leavers (20). Employees' demographic variables such as age, education, sex, tenure in the organization, and annual income, and their attitudes toward money and intrinsic job satisfaction were measured using rating scales. The study found that, for employees with high money ethic endorsement, there was a negative and nonsignificant relationship between intrinsic job satisfaction and turnover: workers with high money ethic endorsement tend to have higher turnover behavior regardless of their intrinsic job satisfaction. Employees with low money ethic endorsement and low intrinsic job satisfaction tend to have the lowest actual turnover, perhaps because they burn out and withdraw psychologically, developing an "indifferent" personality orientation. Opportunity and money ethic were the highest predictors of voluntary job turnover. (13 references) (KC)

ED 406 573   CE 073 851

Theuerkauf, Walter E.; Weiner, Andreas
The German Dual System of Vocational Education and Implications for Human Resource Development in America.
PUB DATE- 6 Dec 93
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 6, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Developed Nations; *Education Work Relationship; Educational Change; Educational Improvement; Educational Needs; Employment Qualifications; Entry Workers; Federal Government; Foreign Countries; Futures (of Society); Government Role; *Job Training; Postsecondary Education; Secondary Education; *Training Methods; *Vocational Education
IDENTIFIERS- *Germany

The dual job training system in Germany is an essential market parameter of the country's economy and a part of the country's growth policy. By improving human capital (by providing training in high-tech sectors) it will also help safeguard Germany's future as a major industrial nation. Training primarily takes place in handicraft and industrial enterprises and forms an integral part of the labor market and its regulatory instruments. Major characteristics of the dual system include the following: (1) reduced specialization by a broadly based basic education, providing a base for technical training; (2) practice-oriented training and integrated theory, with the responsibility borne by industry and trade, the state, and trade unions; (3) training directed at acquiring key qualifications through key contents, thus providing an adequate means of mastering structural changes; (4) a standardized system with well-defined levels; and (5) a planned transition of youth from schools providing a general education to the training and employment system and vice versa. To keep current, the training system will have to change training methods and methods of teaching continually. The future of the system will depend partly on its costs and the value that the country puts on its cost-benefit ratio. (11 references) (KC)

ED 406 574   CE 073 852

Indispensable: Our Role in Crisis Intervention (K. Young, S. Poland, and L. Griffin); Measurement Consultation (R. Kamphaus); and Psychology in Education as Developmental Healthcare: A Proposal for Fundamental Change and Survival (S. Bagnato). (JBJ)

ED 406 592 CG 027 465

Sandoval, Jonathan
Becoming Indispensable through Mental Health Promotion.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC, ERIC Counseling and Student Services Clearinghouse, 1996. p3-7; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselor Teacher Cooperation; Early Intervention; Educational History; Elementary Secondary Education; *Health Promotion; *Prevention; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

Both educational attainment and mental health are part of the whole development of the child. School psychologists are indispensable in the schools because they alone bridge the gap between learning and mental health. They become even more in demand when they demonstrate that they can leverage mental health through educational interventions, and can leverage educational progress through attention to children's mental health. Through prevention, both may be facilitated simultaneously. There are many model prevention programs with a good research basis which may be replicated and a good scientific basis for preventive practice. In order for psychologists to become preventionists they must: (1) become familiar with research-based models of the causes of the conditions they wish to prevent and have a clear notion of normal development; (2) obtain explicit training in prevention and mental health promotion; (3) be entrepreneurial and able to work with others to originate and maintain programs in the face of apathy and resistance; and (4) gain support for their role through social system sanction. The development of partnerships with others concerned with children and families encompasses all strategies that facilitate health development. (JBJ)

ED 406 593 CG 027 466

Trachtman, Gilbert M.
Indispensability: The Holy Grail.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p9-13; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Activism; Counselor Teacher Cooperation; *Counselor Training; Educational History; Elementary Secondary Education; Lobbying; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

In this volatile era of economic retrenchment, corporate downsizing, and government budget crises, school psychologists' major defense must be short-term political action and problem-solving process, nevertheless, it can be thought of as a knowledge-linking process in which psychologists advance knowledge in schools to various mediators who provide instruction, education, socialization, and services to children and families. Several features of consultation make it indispensable in schools and schooling. Since consultation is an oral communication process it allows relatively rapid communication of information to potentially large numbers of individuals. Consultation can facilitate broad scale information dissemination through "word-of-mouth mechanisms" such as electronic media, workshops, and distance education formats. Consultation knowledge linking involves a mechanism to provide consultee/mediators with research generated knowledge and can facilitate knowledge linking through a negotiated personal interaction with consultees. Psychologists working in schools have numerous areas in which they can provide consultative knowledge linking functions. These areas include: (1) diagnosis/assessment; (2) prevention programs; (3) treatment programs; and (4) serving in a scientist practitioner role. (JBJ)

ED 406 611 CG 027 484

Elliot, Stephen N.
Assessing Learning of All Students: Becoming an Essential Service Provider Once Again.
PUB DATE- 96
NOTE- 5p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p125-28; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Counselor Teacher Cooperation; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Evaluation Needs; Evaluation Utilization; *Leadership; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; *Student Evaluation

Virtually every educator espouses a model of human learning that has evolved from or has been influenced by the research of psychologists. It seems that psychological knowledge has and will continue to hold an indispensable place in American education. The question of importance is whether school psychologists can elevate their status from one of helper to leader and become equally indispensable. Issues or problems that affect virtually all educators and students are the assessment of learning or performance, the development of understanding and respect for individual differences, and the capacity to motivate and regulate one's own work efforts. School psychologists are often the most knowledgeable and skilled assessment personnel in the schools, yet it is often the case in schools engaged in reforming their assessment and instruction practices that school psychologists are rarely seen or heard. School psychologists can provide continuing professional development for teachers in the area of assessment, can take leadership in the development of Individual Educational Programs to ensure they include information on accommodations that a student will need to fully participate in a large-scale assessment, and can provide much needed leadership in educational assessment by facilitating communication among the many educational stakeholder currently interested in assessment. (JBJ) police recruits are examined: (1) a baseline class, which received the standard, police academy training protocol; (2) an experimental group, which received a 4-hour training workshop on sexual assault response; and (3) a second experimental group that received the same 4 hours of training, but had material integrated into the general police training curriculum. Results revealed that the experimental training programs were no more likely than the baseline curriculum to produce change in sexual assault knowledge, rape myth acceptance, or judgments in a simulated sexual assault interview. However, the role players who portrayed rape victims in simulated interviews reported that recruits in the third group outperformed others with respect to interviewing content and style. Officers in the second group were more likely than others to address the victim's physical and emotional welfare, along with other factors. It is suggested that specific training is needed to prepare officers for competent performance in sexual assault interviews. Contains 86 references. (RJM)

ED 406 631   CG 027 630

Legree, Peter J.; Pifer, Mark
Military Enlistment Propensity: New Directions for Research.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Career Choice; Cognitive Ability; Decision Making; Family Influence; Knowledge Level; Military Personnel; *Military Service; Recruitment; *Research; Young Adults
IDENTIFIERS- *Military Enlistment

Since the advent of the all volunteer force, the U.S. military has supported research to monitor, understand, and influence the propensity of American youth to enlist in the military. Interest in understanding determinants of military enlistment has increased since 1992 due to the shrinking size of the available youth cohort, competing demands for these youth, and increasing difficulty in meeting military recruitment goals. These trends are likely to continue because personnel accession goals are projected to slowly increase over the next five years. Past research has identified a number of constructs and variables that relate to military enlistment and self-reported propensity to join the military. These variables include the following: economic factors, demographic variables, recruit-reported motivations, attitudes and behaviors relating to career options, the role of important influencers such as parents and peers, military advertising, and enlistment incentives. Less research addressed the role of variables that are conceptually related to military enlistment but pose measurement problems such as general cognitive ability and knowledge of the military. The role of these variables in the enlistment decision is discussed and preliminary military lifestyle knowledge scales are described. (Author/LSR)

ED 406 632   CG 027 631

Including Diverse Women in the Undergraduate Curriculum: Reasons and Resources.
PUB DATE- May 95

overview and introduction, the first chapter of the booklet discusses the development of the Reading Framework. The second chapter discusses the design of the Reading Framework, including: a goal for reading literacy education, constructing, extending, and examining meaning; and constructing the assessment. The third chapter addresses special studies (on oral reading, portfolios, and metacognition) and background information. Contains 10 references. Appendixes list members of the Steering and Planning committees, and present 9 sample items. (RS)

ED 406 652 CS 012 792

Wang, Y. Lawrence; Johnstone, Whitcomb
Evaluation of Reading Recovery Program.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Early Intervention; *High Risk Students; Primary Education; Program Effectiveness; *Reading Achievement; *Reading Comprehension; *Reading Improvement; Reading Research
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Iowa Tests of Basic Skills; Irving Independent School District TX; *Reading Recovery Projects

A study examined the effectiveness of the Reading Recovery program in the Irving, Texas, Independent School District. Subjects were students discontinued from the Reading Recovery program because they scored at or above the 40th national percentile, selected students from Chapter/Title I programs on campuses that did not implement Reading Recovery, and randomly selected students from the same grade level cohort. Subjects' scores on the reading comprehension subtest of the Iowa Tests of Basic skills were compared. Results indicated that (1) Reading Recovery students showed a potential to achieve the objective of the 50th national percentile; (2) Reading Recovery students tended to score higher than Chapter/Title I students but lower than non-Chapter I students; (3) a majority of the discontinued students avoided referral to additional remedial programs; and (4) Reading Recovery students tended to maintain gains in reading comprehension across the years. Findings support the continuation of Reading Recovery as an effective early-intervention strategy for improving reading performance of at-risk students. (Contains 4 tables and 9 figures of data.) (RS)

ED 406 653 CS 012 793

Assink, Egbert; Soeteman, Wietske
Phonological and Semantic Processing in Reading Disabled Children.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Intermediate Grades; *Low

IDENTIFIERS- *Basic Writers

The technical writing teacher discovers two things about his/her students: they do not like to write and they do not like to read. They are not in the class because they are motivated, but because they must be there as part of a technical or vocational degree. One of the most common complaints about the class is, "I don't need to know how to do this (writing) to twist bolts." Such attitudes led one instructor to develop two writing assignments that students find relevant and worthwhile. The first is a fact-finding assignment which requires students to inquire within their respective departments about the types of writing they will be required to do in their degree program as well as on the job. To make the assignment easier, the instructor gives the students a handout that shows a technical writing format complete with headings (writing at school, writing at work, etc.) and descriptions of what kind of information is to be included under each heading. The second assignment is the mini-business plan, which requires students to explain how they would set up their own business. This "downsized" version still forces students to use sufficient details, otherwise usually lacking, to explain themselves. In the mini-business plan, students use a technical writing format to frame a statement of purpose, a company description, a discussion of location, products and services the company will provide, and how the company will market its products and services. (TB)

ED 406 672 CS 215 782

Sutton, Wendy K., Ed.

Adventuring with Books: A Booklist for Pre-K--Grade 6. 1997 Edition. NCTE Bibliography Series.

PUB DATE- 97

NOTE- 447p.; Foreword by Patricia MacLachlan. For the 1993 (Tenth) Edition, see ED 362 878. Also prepared by the Committee To Revise the Elementary School Booklist.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; *Childrens Literature; Elementary Education; Fiction; Nonfiction; Picture Books; Poetry; Preschool Education; Reading Interests; *Reading Material Selection; *Recreational Reading

IDENTIFIERS- Historical Fiction

This book contains descriptions of over 1,200 books published between 1993 and 1995, all chosen for their high quality and their interest to children, parents, teachers, and librarians. Materials described in the book include fiction, nonfiction, poetry, picture books, young adult novels, and interactive CD-ROMs. Individual book reviews in the book include a description of the book's form and content, information on the type and medium of the illustrations, suggestions on how the book might best be incorporated into the elementary school curriculum, and full bibliographic information. A center insert in the book displays photographs of many of the titles, allowing readers to see the quality of the illustrations for themselves. After a foreword ("From Reader to Writer" by Patricia MacLachlan) and introduction, sections of the book are (1) Books for Young Children; (2) Poetry; (3) Traditional Literature; (4) Fantasy; (5) Contemporary Realistic Fiction; (6) Historical Fiction; (7) Biography; (8) Social Studies; (9) Science: Pure and Applied; (10) Fine Arts; (11) Crafts and Hobbies; and (12) Celebrations: Fiction and Nonfiction. An appendix that lists books that have won awards since 1993 is attached. (RS)

Models; Scientific Methodology; *Student Development; *Thinking Skills
IDENTIFIERS- Nebraska (Grand Island)

A Piagetian-based, systematic instructional theory developed by A. E. Lawson was used as a reasoning model in a 12th-grade English course at Grand Island Senior High in Grand Island, Nebraska, from 1982 to 1991. The thinking patterns that comprised the hypothetical-deductive stage of human intellectual development used in the course were combinatorial thinking, identification and control of variables, proportional thinking, probabilistic thinking, and correlational thinking. The development of hypothetical-deductive thinking can be stimulated through self-regulation, in which a person actively searches for relationships and patterns to resolve contradictions and bring coherence to a new set of experiences. Systematic instruction included various teaching behaviors and procedures, inquiry-oriented methods, and the learning cycle. The curriculum of the course contained literature and composition activities normally expected in a traditional course. The activities were restructured in the form of 18 learning cycles. A 3-year study of control and experimental groups using a pretest and posttest design included results of the American College Test and a specially designed questionnaire. Results indicated that the hypothetical-deductive reasoning pattern can be embedded into and successfully transferred across various curricula with a measurable improvement both in reasoning and subject-matter achievement. (Contains 11 references, and 4 tables and 1 figure of data.) (RS)

ED 406 692 CS 215 824

Hackney, Clinton S.
The Left-Handed Child in a Right-Handed World.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Handedness; *Handwriting; Object Manipulation; Primary Education; Writing Difficulties; Young Children
IDENTIFIERS- *Left Right Discrimination

This concise pamphlet describes methods of determining hand dominance in children. The pamphlet states that the child should be observed in certain procedures without being told that he or she is being tested. Among the test procedures suggested are activities with a hand puppet, hammering nails, and throwing a ball. The pamphlet offers directions for positioning the hand and the paper for left-handed writers for both manuscript and cursive writing. The pamphlet also discusses special problems of left-handed writers, such as reversals, and gives suggestions for solutions. (CR)

ED 406 693 CS 215 831

Buckley, J. F.
Teaching the Puritan Captivity Narrative: A History of the American Hero.
PUB DATE- Mar 96
NOTE- 24p.; Revised version of a paper presented at the Annual Meeting of the Conference on College Composition and

(1) speech of introduction; (2) impromptu speech; (3) extemporaneous speech; (4) demonstrative speech; (5) informative speech; (6) group discussion; and (7) persuasive speech. Instructions on using electronic mail in a class and a list of networked library CD-ROMs are included. (CR)

ED 406 711 CS 509 499

"To Kill A Mockingbird": Then and Now--A 35th Anniversary Celebration. Teacher Study Guide.
PUB DATE- 97
NOTE- 17p.; With assistance from the American Film Institute and the National Endowment for the Humanities.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Class Activities; Classroom Communication; Curriculum Enrichment; *Film Study; Learning Activities; Literature Appreciation; Novels; Problem Solving; Secondary Education; *Student Participation; *Teacher Role; Teaching Guides; Teleconferencing
IDENTIFIERS- Controversial Topics; Historical Background; *To Kill a Mockingbird

This study guide offers a different approach, teleconferencing, to new information, ideas, and resources on the film, "To Kill a Mockingbird." Following general information on "then and now," the guide consists of sections entitled: Preparing to Teach TKM: Special Considerations (by Charles Suhor and Larry Bell); Historical Background; Looking Closely at the Film; Looking Closely at the Novel; Pre-Teleconference Activities for Students (including brainstorming and discussing, filling out an "opinionnaire," and exploring stereotypes); NCTE Readings and Resources, Guide Writers/Planners; Program Host and Special Guests; and Program Descriptions and Registration Form. The section of the guide on "Preparing to Teach TKM" notes that the guide was developed by inner city and suburban teachers, humanities scholars, and teacher educators who raised many important points about a range of issues; this section also suggests that individual teachers and English departments can select literary materials in accordance with a published selection process that clearly affirms the criteria for their choices. Web site information is also noted. (NKA)

ED 406 712 CS 509 500

Brandon, James M.
"Publish or Perish" in Academia: On Its Way Out?: A Study Examining Recent Popular and Academic Trends Concerning the Issue, With a Focus on Possible Effects for Theatre Pedagogy.
PUB DATE- Nov 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Faculty Publishing; Higher Education; Literature Reviews; Professional Development; *Professional Recognition; *Publish or Perish Issue; *Scholarship; Teaching Conditions; *Theater Arts

and in institutions of higher education. Findings indicate that chairpersons overwhelmingly agreed that curriculum was the first area appropriate for shared decision making. However, although they espoused collaboration, many preferred to work alone. Disagreement over what needed fixing and who was the best fixer indicated the existence of power issues. The effect of the partnership on student outcomes is not yet known. Nine tables, one figure, a copy of the school climate and context inventory, and a comparison of LIRO characteristics with those of effective inservice programs are included. (Contains 12 references.) (LMI)

ED 406 733 EA 028 298

Petersen, Wesley O.
Principals' Values: Coming to Shared Purposes through a Values-Laden Sense of Identity?
PUB DATE- Feb 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Educational Environment; Elementary Secondary Education; Organizational Communication; Organizational Effectiveness; Organizational Objectives; *Principals; *School Culture; *School Effectiveness; Teacher Attitudes; *Values

An organization originates in order to serve consciously developed purposes. In addition, school leaders perform in contexts in which core purposes are rarely certain. This paper presents findings of a study that examined the relationship between principals' and teachers' values and the role that values play in coming to agreement. The paper focuses on the role that values play in shaping common identity. Data were derived from document analysis and interviews with principals and teachers from two lower socioeconomic parochial schools, one of which had been rated by supervisors to be highly purposive and one that had been rated as distinctly less purposive. The sample consisted of a total of 2 principals and 13 teachers. The more purposive principal and the less purposive principal and their respective teachers displayed significantly different identities, with the less purposive school members demonstrating relatively small levels of common identity compared to personnel in the more purposive setting. The most important finding was that the more purposive principal and her teachers used many shared values to interpret and explain internal and external environments and their relationships to those environments, while the members of the less purposive school did not. It is important for school leaders to take advantage of the potency of values to shape a shared sense of organizational identity and organizational purposes. Six tables are included. (Contains 57 references.) (LMI)

ED 406 734 EA 028 299

Block Scheduling in North Carolina High Schools.
PUB DATE- Dec 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

of residents, and school closures in Nova Scotia contributed to a lack of movement among school administrators and thus a bottleneck of candidates seeking promotion to the principalship. This paper presents findings of a study that identified the professional-development needs of school administrators in Nova Scotia, Canada. A survey mailed to all Nova Scotia principals (n=480) elicited a 40 percent response rate (n=193). Respondents said that needs for professional development existed in the areas of governance, role clarification, personnel, technology and curriculum, and students. Respondents reported that the two most significant issues they faced in the coming year were the introduction of school councils and the ongoing amalgamation of school boards and small schools. Sixty percent said that the new amalgamated boards would affect their professional-development needs. The findings suggest that any attempt to address the professional-development needs of principals should be structured in a way that reflects knowledge of female leadership styles. (Contains 14 references.) (LMI)

ED 406 753 EA 028 322

Goddard, J. Tim
Gold Cove Elementary Schools Reorganization Project, Phase 1: Preliminary Findings.
PUB DATE- Mar 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Environment; Elementary Education; Foreign Countries; Governance; Longitudinal Studies; *Organizational Change; *Organizational Climate; Professional Autonomy; Professional Isolation; *Retrenchment; *School Organization
IDENTIFIERS- *Nova Scotia

During the mid- to late-1990s, the declining economy in Nova Scotia led to a reduction in the number of school boards and the closure or amalgamation of smaller schools. This paper presents findings from the first phase of a longitudinal case study that explored the amalgamation of five elementary schools in Gold Cove, Nova Scotia. The study uses the frame theory developed by Bolman and Deal (1991) to explore the relationship between the external and internal factors (for the stimulus of change) and the school organism. Data were obtained through a survey of four groups of stakeholders in each school: the administrators, teachers, and support staff; the grade 5 students; the parents of grade 1 and grade 5 students; and a purposive sample of community leaders who did not have children enrolled in the schools. The overall response rate was 71 percent (n=323) out of a total of 453 distributed questionnaires. Interviews were also conducted with teachers and the administrative team. The five closed schools were small, older buildings that served specific ethnocultural, socioeconomic, and religious communities within the town. The five older schools were negatively characterized as aged, rundown, and lacking in both facilities and resources. Respondents expressed substantial expectations that those issues would be corrected at the new Gold Cove Elementary School. However, respondents indicated that they wished to preserve the friendly and community-oriented ambiance of the 5 of students from different locations to work together cooperatively, and a means for self-evaluation by the instructor. (DB)

ED 406 772 EC 305 465

Easterbrooks, Susan R.; Laughton, Joan M.
Model of Collaboration between Two Universities: Meeting the Challenge.
PUB DATE- Mar 97
NOTE- 7p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Programs; Distance Education; *Hearing Impairments; Higher Education; *Institutional Cooperation; *Preservice Teacher Education; *Shared Resources and Services; Special Education Teachers; Standards; *Teacher Education Programs; Teacher Qualifications; Universities
IDENTIFIERS- Council on Education of the Deaf; *Georgia State University; *University of Georgia

This paper describes a collaborative program of Georgia State University and the University of Georgia to train prospective teachers of the deaf in accordance with recent standards developed by the Council on Education of the Deaf (CED). The program involves: (1) a shared advisory committee; (2) foundation coursework taken separately at the two institutions; (3) six shared courses taught either at a site equidistant from both universities or through distance learning; and (4) culminating courses and practice taken separately. Major benefits of the program include the preparation of CED-certified teachers of students who are deaf/hard of hearing and provision of multiple perspectives to students. Possible problems with this approach are its dependence upon the positive collaborative relationship between the two faculty members involved (one from each institution), and the need for continued financial support from the state for collaboration and the use of alternative pathways to certification. (DB)

ED 406 773 EC 305 466

Fletcher-Carter, Ruth; Paez, Doris
Exploring Students' Personal Cultures: A Tool for Use in IEP Development.
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; Asian Americans; Black Students; Cultural Pluralism; *Culturally Relevant Education; *Curriculum Development; *Deafness; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Individual Differences; *Individualized Education Programs; *Multicultural Education;

Schools; Interviews; Mainstreaming; *Regular and Special Education Relationship; School Restructuring; Special Education Teachers; *Teacher Collaboration; *Teacher Role; Trend Analysis
IDENTIFIERS- *Inclusion Specialists

The roles and responsibilities of the emerging position of "inclusion specialist" were studied through a review of the literature, analysis of job descriptions and other documents, classroom observations, and interviews with relevant personnel. The literature review briefly examines the historical background of special education reform movements (especially mainstreaming, integration, and inclusion), the relationship between regular and special education, professional development of regular and special educators, teacher collaboration, and the emergence of the inclusion facilitator role. Two rounds of classroom observations and interviews with a total of nine teachers were conducted and eight written job descriptions were analyzed. The study found that few positions had formal job descriptions in place. Several schools used "Full Time Employment (FTE) Schedules" to combine a description of responsibilities and scheduling into one document. Tracking of various roles performed and time spent on specific activities found there was a wide variety in the amount of time spent on the four most common activities: business aspects, working for children, working with adults, and driving. Results suggested there were two types of inclusion facilitators, "teachers with empty classrooms" and "consultants working with adults." The merging of regular and special education and greater collaboration among all teachers is suggested as an alternative to the inclusion specialist role. Appended are the interview guide and FTE service guidelines. (Contains 21 references.) (DB)

ED 406 791 EC 305 492

Adopting Standards and Measuring Accountability in Public Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Accountability; Accreditation (Institutions); Administrators; Cooperative Programs; *Disabilities; Educational Assessment; Elementary Secondary Education; Individualized Education Programs; Information Centers; Networks; Outcomes of Education; Program Evaluation; Public Education; Resource Centers; *Special Education; *Standards; Teacher Certification; *Teacher Education
IDENTIFIERS- Regional Resource Centers

This newsletter includes six articles related to the Regional Resource and Federal Centers for Special Education Network and its efforts in the area of standards and accountability. In "Teacher Training and Skills: Necessary Ingredients for Standards and Accountability," John Copenhaver discusses ways in which the Regional Resource and Federal Center Network can assist states with standards and accountability. Next, "How Are You Doing?" by Jim Ysseldyke and Ron Erickson discusses the work of the National Center on Educational Outcomes in developing a conceptual model of educational outcomes and related indicators. Eileen Ahearn of the National Association of State Directors of Special Education offers "NASDSE Wingspread Conference Builds on Accountability Model," in which she reviews a meeting of stakeholders representative of the description of the experience from the perspective of the participants. The case studies were organized around the following topics: how preservice special educators construct their concepts of special education; the image of special educators that student teachers bring to their student teaching experience; what the student teachers learn of their role within a specific school culture; how they adjust to the unwritten rules and ways of being part of the school culture; and effects of the school placement, university preparation, cooperating teacher, and university supervisor in shaping the student teacher's experience. The research identified three major themes related to prior perceptions, reactions to the building culture, and choices of teaching strategies. Findings were also analyzed in terms of personal, ecological, and professional knowledge and skills dimensions. The study concluded that the student teachers made strong connections between university preparation and actual classroom practice in student teaching experiences, especially when supported by professionals in a collegial atmosphere. (Contains 53 references.) (DB)

ED 406 808 EC 305 514

Storbeck, Claudine
Deaf Adults' Emic Views on Deaf Education in South Africa: Looking Back To Improve the Future.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Deafness; *Educational Attitudes; Elementary Secondary Education; Foreign Countries; Interviews; *Negative Attitudes; Opinions; Qualitative Research; School Attitudes; Sign Language; *Student Experience; Teacher Qualifications
IDENTIFIERS- *South Africa

In-depth interviews were conducted with 23 deaf adults (ages 17 to 56) who had been educated in South Africa, to determine their impressions about the education system there. Ten of those interviewed had moved to the U.S. while the remaining 13 were still living in South Africa . The interviews were administered in sign language, with video recordings made of all interviews. Qualitative analysis of the interviews indicated that the subjects were generally unhappy with their education, expressing both feelings of resentment and anger as well as helplessness and hopelessness. Results suggest the need to change present requirements for teachers of the deaf in South Africa so that such teachers all have specialized training which is not now required. The importance of such training, including sign language, is stressed. (Contains 19 references.) (DB)

ED 406 809 EC 305 515

Haver, Susan Goetz
Stories of the Classroom: Teachers Make Sense of Inclusion.
PUB DATE- 25 Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

individual's display of fluency. It investigated how assessment of learners' fluency varies with four speech task structures (cued dialogue, uncued dialogue, cued monologue, uncued monologue) and any difference in oral discourse produced in performance of the four tasks. Subjects were 46 students in a private school for English as a Second Language in Brazil, divided into three proficiency levels. Each performed one oral task in Portuguese and five in English (two dialogues, two monologues, and a cued monologue from a standardized test), filled out a questionnaire, and was interviewed. Four raters assessed performances on scales for continuity/flow (length of utterance), ease of expression (quality of pause or hesitation), and rate of speech (speed and evenness). As hypothesized, task structure and interactivity both influenced speakers' fluency ratings and discourse variability, with greater fluency apparent in dialogues. Implications for theory of fluency, instructional and testing practice, and research are considered. Contains 61 references. (MSE)

ED 406 828 FL 024 467

Stewart, Stuart; Pearson, Lynn
Development of Communication Strategies among Foreign Language Learners.
PUB DATE- Oct 95
NOTE- 31p.; Paper presented at the Annual Meeting of the Mountain Interstate Foreign Language Conference (Knoxville, TN, October 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Students; *Communication Skills; Discourse Analysis; Higher Education; Intercultural Communication; *Interpersonal Communication; *Native Speakers; Second Language Learning; *Second Languages; Skill Development; *Spanish

A study investigated the nature and effectiveness of communication strategies (CSs) used in a negotiation task involving native speakers (NSs) and non-native speakers (NNSs) of Spanish. Subjects were eight university students divided into NS/NNS dyads; the NSs were studying English and the NNSs were studying third- and fourth-semester Spanish. The negotiation task was a role-playing exercise involving a hairstylist (acted by the NNS) and client (NS) attempting to arrange an appointment with conflicting schedules. Interactions were recorded, transcribed, and analyzed. Results found CSs used almost equally by NSs and NNSs. CSs identified included appeal for assistance, word approximation, literal translation, self-repair, repetition, clarification request, confirmation check, code-switch, and rephrasing. Some CSs were used by only NSs or NNSs, not both. The success of an interaction was not measurable by the number of CSs used, but by the types, and each dyad showed different CS patterns. Advantages of each CS are discussed briefly. Contains 25 references. (MSE)

ED 406 829 FL 024 472

Larsen-Freeman, Diane
Grammar and Its Teaching: Challenging the Myths. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97

challenge of learning what to do in the classroom is compounded by the difficult process of adjusting to life in a foreign culture. Teaching English as a novice teacher in a foreign country is very different from working as a trained professional in an English-speaking country, and knowing how to speak English is not the same as knowing how to teach it. This digest offers novice English teachers an introduction to teaching abroad. Specific guidance is provided on the following: (1) how to prepare before leaving home; (2) orienting to the foreign country after arrival and preparing before the classroom experience begins; (3) the first days of class; (4) course planning (including goals, teaching methods, instructional materials, and evaluation); (5) lesson planning and classroom survival; and (6) adapting to the host culture. (JL)

ED 406 849 FL 024 530

Lewelling, Vickie W.
Official English and English Plus: An Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Bilingual Education; Civil Rights; Cultural Pluralism; *English; English (Second Language); Federal Legislation; Immigrants; Limited English Speaking; Non English Speaking; *Official Languages; State Legislation; *Voting
IDENTIFIERS- *English Plus Movement; ERIC Digests; *Official English

This digest provides an overview of the opposing sides in the Official English debate--Official English and English Plus. Proponents of Official English seek to make English the official language of the United States through passage of a constitutional amendment. The movement is spearheaded by two groups, U.S. English and English First. Official English supporters are concerned that bilingual ballots are contradictory to citizenship laws and make non-English speakers prey to bloc voting. They believe that bilingual education advocates preservation of native language and cultures at the expense of learning English. Although the Senate convened hearings on official English in 1984, and the House did in 1988, an English language amendment has never come to a congressional vote. In 1991, proponents took a different approach and launched a statutory form of official English. This Language of Government bill has appeared in several versions, and one of these bills passed the House but not the Senate in 1996. A similar bill is pending in the 105th Congress. English Plus supporters see cultural diversity as a national strength, support bilingual ballots, and cite evidence that successful bilingual education programs result in faster acquisition of English. English Plus legislation in the form of non-binding/policy statement has been introduced in opposition to English only legislation, and several states have adopted English Plus resolutions. A 13-item bibliography is provided. (JL)

ED 406 850 FL 801 135

Burns, Anne

Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; *English (Second Language); *Inplant Programs; Program Design; Program Evaluation; Program Implementation; *Second Language Programs; Student Evaluation; *Vocational English (Second Language)

Any employment-related English-as-a-Second-Language (ESL) program, whether conducted on the job or as pre-employment training, results from five steps: conducting a need analysis of the language and cultural awareness needed to perform successfully in the workplace; developing a curriculum, based on objectives, that identifies and prioritizes tasks and skills for verbal interaction on the job; planning instruction; determining instructional strategies that keep the class focused on objectives and learner-centered, and includes paired and group work; and formative and summative program evaluation. Workplace curriculum topics may include workplace communication expectations, following directions and instructions, job-specific terminology, cross- cultural issues, company organization and culture, and career development and training. Student evaluation methods include checklists for recording student progress, learner-generated learning logs, and individual learner portfolios containing student work samples, testing results, and self-analysis. Contains 19 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 867 HE 026 277

Stein, Ronald H., Ed.; Trachtenberg, Stephen J., Ed.
The Art of Hiring in America's Colleges & Universities.
PUB DATE- 93
NOTE- 188p.;

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Deans; Administrator Selection; Affirmative Action; College Faculty; College Presidents; *Competitive Selection; Employment Interviews; *Higher Education; Minority Group Teachers; Personnel Policy; *Personnel Selection; Recruitment; *Search Committees (Personnel); Teacher Selection

This book offers 11 essays on hiring in American colleges and universities that explore large issues and provide practical suggestions from the insights and observations of the various contributors. The book is intended to apply to all levels and all types of positions and to help administrators in their efforts to select the best candidate and to retain that person for a number of years. The chapters are as follows: (1) "Introduction: Understanding the Problem" by Ronald H. Stein; (2) "The Role of the President in the Hiring Process" by Joseph F. Kauffman; (3) "The Role of the Dean in the Hiring Process" by Donald W. Jugenheimer; (4) "The Search Committee: Prospecting for Go(l)d" by Milton Greenberg; (5) "What to Look for in a Candidate" by M. Fredric Volkmann; (6) "The Cost of Hiring" by Lewis C. Solmon and Cheryl L. Fagnano; (7) "Working with Partners" by Sue A. Blanshan and E. Gordon Gee; (8) "Hiring Women and Minorities" by Marian J. Swoboda; (9) "Lessons from the Corporate World" by Ronald H. Stein and Ronald Caruso; (10) "The Pros and Cons of Using Headhunters" by Judith Block McLaughlin; and (11) "Conclusion" by Stephen Joel Trachtenberg. Information on the contributors is included and presents a step-by-step guide for those involved in a college or university's strategic planning process. The model contains 10 steps, from inception of the plan through the activities of review and revision after the strategic planning committee has completed its planning exercise and written a document. These steps include: (1) developing key performance indicators; (2) assessing the external environment; (3) assessing the internal environment; (4) analyzing strengths, weaknesses, opportunities, and threats; (5) generating ideas; (6) testing ideas; (7) formulating strategies, goals, and objectives; (8) determining institutional readiness for change; (9) implementing the strategy and documenting impacts; and (10) evaluating and revising the plan. The workbook provides guidelines, suggestions, hints, and actual forms and worksheets that committees can use to develop a successful strategic planning process. (MDM)

ED 406 885 HE 030 043

Peterson's Register of Higher Education 1997. The Official Directory of Academic Institutions and Their Top Decision Makers.
PUB DATE- 97
NOTE- 1120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Administrators; Agencies; College Administration; *Colleges; Educational Trends; Enrollment; Higher Education; Leadership; Tuition; *Universities

This reference book on accredited institutions of higher education in the United States provides profiles of over 3,700 colleges and universities. An introduction presents criteria for inclusion, data collection facts, definitions, and essays on higher education trends and the challenges facing higher education. Profiles (arranged alphabetically by institution name) typically contain the name and location of the institution, congressional district, institutional type, degrees offered, year founded, academic calendar system, governance, student body, campus setting, enrollment, tuition and fees, accreditation, research facilities and affiliations, administrative officers, and major academic units and unit heads. (Up to 86 key administrators are listed for each institution; direct phone, fax, and e-mail addresses for the unit heads are provided.) Five appendixes provide information on U.S. Department of Education Offices, state higher education agencies, higher education associations, and consortia of institutions of higher education. Four indexes provide access to the more than 90,000 names of administrative and academic personnel listed in the profiles, to the names of major academic units as they can be found under their parent institutions, to institutions with specialized or professional accreditation grouped by field of specialization, and to all institutions grouped by geographical locations. (MDM)

ED 406 886 HE 030 044

Gallego, Juan Carlos
A Survey of Native and Nonnative TAs' Office Hours: Importance, Attendance, and Content.
PUB DATE- 95
NOTE- 18p.; For a related document, see HE 030 045-046.
LANGUAGE- English

develop a healthy learning environment for students, faculty, and staff. The report details the educational challenges facing the United States and the specific hurdles confronting public higher education, such as enrollment pressures, new competitors, funding difficulties and cost increases, eroding public trust, and limited institutional flexibility. A seven-point statement of principles to guide academic reform emphasizes the importance of a learning community, access and opportunity, an education of value, cost containment, accountability, meeting new needs, and flexibility and responsiveness. Sidebars note the effects of the telecommunications revolution on education, discuss systemic reform in higher education, and highlight innovative programs at several state and land grant universities. Two appendixes provide acknowledgements and a listing of the activities of the Kellogg Commission on the Future of State and Land Grant Universities. (MDM)

ED 406 905 HE 030 078

Oliver, Helen T.
Taking Action in Rural Mississippi: Uniting Academic Studies and Community Service through Project D.R.E.A.M.S.
PUB DATE- Feb 97
NOTE- 15p.; Paper presented at the Annual International Conference of the International Partnership for Service-Learning (14th, Kingston, Jamaica, February 20-23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Colleges; College Programs; *College Students; Higher Education; Mentors; Program Descriptions; Rural Areas; School Community Relationship; *Service Learning; Tutoring; Volunteers
IDENTIFIERS- *Rust College MS

This paper describes an innovative service learning program developed at Rust College in Holly Springs, Mississippi, a historically black college in a poor rural area. Project DREAMS (Developing Responsibility through Education, Affirmation, Mentoring, and Service) involves college student volunteers serving as tutors and mentors to elementary school students in two local school districts. In the inaugural year, the primary function of the program was to market and define service learning, to identify and provide technical assistance to faculty, and to assure academic integrity. The program then began to implement service learning across the curriculum and build service learning community partnerships. During the Spring 1997 semester 57 Rust College volunteers participated in service learning programs impacting upward of 500 K-4 students. Student volunteers are required to attend an initial orientation and training session, complete an application form, submit a letter of recommendation from a professor, sign a 20-hour service contract, keep a journal of service activities, complete assigned readings, write a reflective paper on the service experience, and make a classroom presentation on the experience. So far, 34 percent of the faculty have integrated a service learning component into their courses. (Contains 13 references.) (MDM)

ED 406 906 HE 030 080

Heller, Donald E.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Canadian Studies; *Cultural Influences; Decentralization; Educational Policy; *Federalism; Foreign Countries; *Higher Education; International Education; *Political Influences; *Social Influences
IDENTIFIERS- *Canada; New Brunswick

This book presents a portrait of Canadian higher education since 1954 in 15 chapters. An introductory chapter (by Glen A. Jones) discusses the Canadian federation, provincial coordination, institutions and institutional governance, and student enrollment and participation rates. The following chapters include: (1) "The Federal Perspective" (David M. Cameron); (2) "Higher Education in British Columbia, 1945-1995: Opportunity and Diversity" (John D. Dennison); (3) "Postsecondary Education in Alberta since 1945" (Michael B. Andrews and others); (4) "Higher Education in Saskatchewan" (William R. Muir); (5) "Higher Education in Manitoba" (Alexander D. Gregor); (6) "Higher Education in Ontario" (Glen A. Jones); (7) "Higher Education in Quebec: 1945-1995" (Janet G. Donald); (8) "New Brunswick" (Sheila A. Brown); (9) "Higher Education in Nova Scotia: Where Past Is More Than Prologue" (Brian D. Christie); (10) "Prince Edward Island" (Ronald J. Baker); (11) "Newfoundland: More Canadian Than British, But Longer Getting There" (Kathryn Bindon and Paul Wilson); (12) "Postsecondary Education in the Yukon: The Last Thirty Years" (Aron Senkpiel); (13) "Higher Education in the Northwest Territories" (Gail M. Hilyer); and (14) "Putting It All Together: Viewing Canadian Higher Education from a Collection of Jurisdiction-Based Perspectives" (Michael L. Skolnick). (Individual papers contain references.) (DB)

ED 406 927 HE 030 102

Higher Education Capital Improvements, 1997-98 through 2006-07. Status Report Presented to the Legislative Capital Development Committee.
PUB DATE- Nov 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Capital Outlay (for Fixed Assets); Community Colleges; Construction Programs; Educational Facilities Planning; *Educational Finance; *Facility Improvement; Facility Planning; Higher Education; Master Plans; State Colleges; State Government; *Statewide Planning; Tables (Data)
IDENTIFIERS- *Colorado

This report summarizes a $1,219.6 million ten-year higher education capital improvement program in Colorado for 354 projects, including academic facilities, building safety and protection systems, research and clinical space, student housing, auxiliary services, and athletics. Summary text and graphs describe the purpose of the capital improvements program, policies and criteria, coordination with State economic outlook planning, and coordination with the State general fund operating budget. Appendix tables, which comprise most of the document, provide detailed data on sources of funds by project as well as 10-year spending projections categorized by type for the following project types: renovation of academic space; replacement of obsolete space and equipment; new academic space and equipment; library renovations; health and

IDENTIFIERS- Department of Agriculture; Department of Education; Morrill Act 1862; Morrill Act 1890; Proposed Legislation

This report describes amounts and sources of education funding for land-grant schools, especially programs funded by the U.S. Department of Agriculture and major funding sources for historically black or tribal land-grant schools. The report identifies and describes a total of 24 programs, with budget requests of $1.245.1 billion in fiscal year 1996. Included are 17 U.S. Department of Agriculture programs that encompassed research and education and extension activities for: (1) schools that acquired land-grant status through the 1862 Morrill Act; (2) historically black colleges and universities that acquired land-grant status through the 1890 Morrill Act; and (3) tribal colleges that acquired land-grant status through the Equity in Educational Land-Grant Status Act of 1994. The one Department of the Interior program described derives from the Tribally Controlled Community College Assistance Act. The four Department of Education programs described were targeted to historically black colleges and universities; two additional programs described were primary programs used by tribal colleges during the school year 1992. (CH)

ED 406 947 HE 030 124

Nettles, Michael T.
Black, Hispanic, and White Doctoral Students: Before, During, and After Enrolling in Graduate School.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Assistantships; Black Students; Doctoral Degrees; Educational Background; Educational Discrimination; Educational Experience; Educational Research; Educational Status Comparison; Graduate Students; *Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; *Outcomes of Education; Paying for College; Questionnaires; Racial Differences; *Racial Factors; Sex Bias; White Students
IDENTIFIERS- Minority Graduate Education Project

This study examined differences in educational experiences and performance of white, black, and Hispanic graduate students. The 1,352 students in the sample were selected from four large public research universities and were polled using a 142-item questionnaire, organized in the following categories: (1) demographic characteristics (sex, gender, race, and age); (2) undergraduate education; (3) transition from undergraduate school to doctoral program (time off, financial indebtedness, attendance status, change of major field); (4) experiences while enrolled in graduate school (faculty mentors, student interactions, time spent studying); (5) sources of financial support; (6) doctoral program outcome (grade point average and satisfaction with program) While the study found some similarities among the students surveyed, racial group differences were more significant; it was found, for example, that black students came from the poorest socioeconomic backgrounds, had attended less selective undergraduate institutions, and were less likely to major in science at the undergraduate level; that Hispanic students were more often full-time students, were more likely than black or white students to receive fellowships, and were more likely to be science majors in graduate school; that Hispanic students had the greatest amount of social involvement; and that black students felt more strongly than whites that mentors were

The newsletter's purpose is to alert faculty and administrators to issues in educational technology. Each issue typically contains two feature articles, a page of news briefs, a preview of the upcoming issue, and a question and answer column. The cover articles are as follows: (1) "The Coming Ubiquity of Information Technology" (Kenneth C. Green); (2) "Should the Maytag Repairman Run Your Help Desk?" (Howard Strauss); (3) "Questions To Ask about Your Administrative System"; (4) "The Productivity Paradox, Revisited" (Judith Brodnicki); (5) "Reflections of an On-Line Graduate" (Emily Weiner); (6) "Hot Issues 1996-97"; (7) "Ten Commandments for IT Groups" (Howard Strauss); (8) "Liberal Education in the Age of Technology" (Samuel R. Williamson); (9) "Information Technology Strategic Planning"; (10) "A Neo-Luddite Reflects on the Internet" (Gertrude Himmelfarb); (11) "Best-of-Breed or Integrated Package: Is There One Right Answer? First of a Two-Part Series" (Thomas Warger); and (12) "Best-of-Breed or Integrated Package: Is There One Right Answer? Second of a Two-Part Series" (Thomas Warger). (AEF)

ED 406 966   IR 018 314

Kirby, Elizabeth; Driscoll, Marcy
Facilitator and Student Roles and Performance in a High School Distance Education Course.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Case Studies; Communications Satellites; *Distance Education; *Educational Technology; High Schools; Instructional Effectiveness; Nontraditional Education; Outcomes of Education; Physics; School Role; Science Instruction; *Student Role; *Teacher Role; Teaching Methods; Telecommunications; Theory Practice Relationship
IDENTIFIERS- *Facilitators

This study focused on the roles facilitators and students play in high school distance education classes, how these roles affect student performance, and other factors (such as school organization) which affect facilitator and student performance. Three classrooms from three different high schools, each taking the same nationally-offered distance education physics course during the 1994-95 school year, participated. The course was delivered live, twice a day, via satellite, with telephones and a computer keypad system connecting the students with the remote teacher. The research methodology included classroom observation, interviews with classroom facilitators and students, and review and analysis of student work, extant documents, and resources used in the course. Results supported the position of theorists who contend that distance education does not constitute a distinct educational process. The same factors that affect student learning in a traditional classroom (learner skills, knowledge, beliefs, and attitudes, and course and lesson design) also affect student learning in a distance education class. The study also suggests that responsibility for the quality and outcome of distance education courses is shared among all components of the distance education system. Specifically, the course provider, instructor, and designers are responsible for providing effective, efficient instruction that maximizes student achievement. The responsibilities of the local school include ensuring that students possess pre-

DESCRIPTORS- Critical Thinking; Employment Qualifications; Interpersonal Relationship; *Job Skills; *Office Management; *Office Occupations Education; Office Practice; Postsecondary Education; Problem Solving; Records Management; Secondary Education; *Secretaries; *Standards; Teamwork; *Work Attitudes; Work Ethic

This document establishes a set of performance expectations based on current practices in administrative support occupations. It is designed to assist individuals, training providers, employers, management personnel, and professional organizations in matching knowledge, abilities, and interests to knowledge and skills required for success in administrative support careers. Skill standards are divided into three separate areas: occupation-specific knowledge, workplace behaviors, and technical skills. The document first describes the developmental process and summarizes results of a survey of 489 secretaries. The section on occupation-specific knowledge divides skill standards into these areas: communication, mathematics, and science. The workplace behavior section lists the behaviors in these categories: work ethics, interpersonal relationships, teamwork, and solving problems and critical thinking. The next section contains technical skills subdivided into core skills (organizing and planning functions, maintaining equipment and supplies, performing financial functions, managing records and files, communications, document production, information distribution, producing documents using desktop publishing, using operating systems) and occupation-specific skills (supervising personnel, preparing legal documents, providing medical services). A skill standard matrix follows that includes both core and occupation-specific technical skills. Each skill is matched to standards. Survey results are appended. (YLB)

ED 406 519 CE 073 587

Spangenberg, Gail
Even Anchors Need Lifelines. Public Libraries in Adult Literacy.
SPONS. AGENCY- Library of Congress, Washington, DC. Center for the Book.
PUB DATE- Aug 96
NOTE- 469p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Research; Educational Technology; Futures (of Society); Librarian Attitudes; Library Administrators; Library Planning; Library Policy; *Library Role; *Library Services; *Literacy Education; *Public Libraries; State Federal Aid; Technological Advancement
IDENTIFIERS- *State Literacy Resource Centers

This report, in two volumes, is a study of the role and future of public libraries in adult literacy that involved a survey of 200 professionals--state librarians, state library literacy contacts, heads of state literacy resource centers (SLRCs), and local library literacy program heads. The first volume describes the study findings in seven sections: mission and role of public libraries in adult literacy provision; use and limits of technology; the planning context of library literacy programs; financial and funding questions; state-level data collection issues; local program issues; and lifeblood issues and leadership. Section 8 presents conclusions and recommendations, including the following: 70% of state

Communication, Fine Arts, and Media. Occupational Analyses. Worker Task Lists and Supplementary Information for Selected Occupations.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 30p.; Developed by Southwest Virginia Tech Prep Consortium, Loudoun-Fairfax-Northern Virginia Community College Tech Prep Consortium. For related documents, see CE 073 760-764.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Broadcast Journalism; *Competence; Competency Based Education; Employment Qualifications; *Graphic Arts; Job Skills; *News Writing; Newspapers; Occupational Clusters; *Occupational Information; Postsecondary Education; Radio; Secondary Education; Task Analysis; Technical Occupations; *Video Equipment; Vocational Education
IDENTIFIERS- Virginia

This publication contains worker task lists and supplementary information for four occupations in the communication, fine arts, and media cluster: (1) graphic designer; (2) newspaper reporter; (3) radio announcer; and (4) recording technologies occupations. The task lists were generated through the DACUM (Developing a Curriculum) process and/or by analysis by a panel of experts. The following supplementary information is included for each occupation: (1) graphic designer, newspaper reporter, and radio announcer--knowledge and skills, traits and attitudes, core competencies, careers; and (2) recording technologies occupations--knowledge and skills, traits and attitudes, careers, trends. (KC)

ED 406 537 CE 073 763

Engineering, Trade, and Technical Cluster. Occupational Analyses. Worker Task Lists and Supplementary Information for Selected Occupations.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 30p.; Developed by Northern Virginia Community College-Manassas Campus, Mountain Empire Community College, and Central Virginia Community College. For related documents, see CE 073 760-764.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Buildings; *Carpentry; *Competence; Competency Based Education; Distributive Education; *Electricians; Electricity; Employment Qualifications; Engineering; Job Skills; *Maintenance; *Marketing; Occupational Clusters; *Occupational Information; Postsecondary Education; Sales Occupations; Secondary Education; Task Analysis; Technical Occupations; Trade and Industrial Education; Vocational Education
IDENTIFIERS- Virginia

This publication contains worker task lists and supplementary information for four occupations in the engineering, trade, and technical cluster: (1) general carpenter, (2) residential electrician, (3) industrial distribution occupations, and (4) residential and commercial maintenance specialist. The task lists were generated through the DACUM (Developing a

Responses to Defense Cutbacks: Demonstration Evaluation Findings. Research and Evaluation Report Series 97-A.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 97
NOTE- 76p.; For related reports, see CE 073 813-815.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Agency Role; Case Studies; Community Planning; Cooperative Planning; Delivery Systems; Demonstration Programs; *Dislocated Workers; Economic Development; Local Issues; *Occupational Mobility; Policy Formation; Prevention; Private Sector; Program Effectiveness; Public Agencies; Public Policy; Public Sector; *Retraining; Structural Unemployment; Underemployment
IDENTIFIERS- Defense Workers; Department of Labor; Job Training Partnership Act 1982 Title III

The Defense Conversion Adjustment (DCA) Demonstration, administered by the U.S. Department of Labor's Office of Work-Based Learning, consisted of 19 demonstration projects that used three approaches to alleviate the negative impacts of defense cutbacks on communities, firms, and workers: community planning, dislocation aversion, and worker mobility. The DCA Demonstration's short-term outcomes and effectiveness of the approaches used in its individual demonstration projects were evaluated through a case study methodology that included three visits to each demonstration site, interviews with project administrators and other demonstration partners (including participating firms, community agencies, and selected individuals receiving demonstration services), and a review of relevant written materials. The DCA Demonstration was shown to contain both successes and failures. The community planning projects confirmed that local-level employment and training organizations are eager and willing to engage in long-term planning. The dislocation aversion projects demonstrated that, by encouraging firms to invest in training incumbent workers as a readjustment strategy, the public sector can help companies stabilize/increase their sales while simultaneously helping workers retain their jobs and enhance their skills. Although the worker mobility projects attempted to be innovative, most did not improve on existing service delivery designs of the Title III dislocated worker system. (Fact sheets on all 19 DCA projects are included.) (MN)

ED 406 556 CE 073 813

Responses to Defense Cutbacks: The Community Planning Approach. Research and Evaluation Report Series 97-B.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 97
NOTE- 176p.; For related reports, see CE 073 812-815.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; *Community Planning; Cooperative Planning; Delivery Systems; Demonstration Programs; *Dislocated Workers; Economic Development; Local Issues; Private Sector; Program Development; Program Effectiveness; Public Sector; *Retraining; Strategic Planning; Structural Unemployment; Underemployment
IDENTIFIERS- *Defense Workers; Job Training Partnership Act 1982 Title III

Theuerkauf, Walter E.; Weiner, Andreas
Technology Education and Vocational-Technical Teacher Preparation in Germany.
PUB DATE- 94
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Dallas, TX, December 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Programs; Developed Nations; Educational Change; Educational Needs; Elementary Secondary Education; Employment Qualifications; Foreign Countries; Futures (of Society); Higher Education; *Teacher Education; Teacher Education Programs; *Technical Education; Technology Education; *Vocational Education Teachers
IDENTIFIERS- *Germany

A feature of teacher training in Germany is its high degree of professionalization: it is on the same level with other studies, such as medicine. University education includes not only a specialization in technology, but also studies in pedagogy. An essential factor is the close connection with the future professional career, achieved by teaching practice in parallel with university education. This comprehensive approach to teacher training runs the risk, however, that students can later find employment only at schools or similar institutions. Employment as an engineer, for example, is rendered impossible because design work does not take a central position during studies for the teaching profession. There are standards throughout the country for university studies for the teaching professions, enabling graduates to find positions in any of the states. The teacher training program may change, however, as it becomes increasingly necessary to make university degrees compatible throughout the European Community. At present, it is impossible for graduates of universities in other countries to become teachers in Germany because of the state examinations required. (KC)

ED 406 575 CE 073 853

Silverman, Suzanne; Pritchard, Alice
Limited Career Pathways: Occupational Challenges for Women and Girls in the Medical Field. Executive Summary. Research Briefs.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Applied Curriculum, Technology and Career Information.
PUB DATE- Jun 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Career Choice; Course Content; *Educational Needs; *Employment Opportunities; Females; *High School Graduates; High Schools; *Nursing Education; *Occupational Aspiration
IDENTIFIERS- *Connecticut

A 2-year investigation was conducted of Connecticut's high school medical careers programs and the career opportunities available to students, particularly females, who have graduated from them. Research conducted in two phases in four communities involved the following activities: site visits of high school medical careers programs and student placements at hospitals and nursing homes; interviews of administrators, students, grassroots support, but their long-term strategy must be to build a position of importance for school psychologists in the school. In the long run this will not be accomplished by legal mandates for services, but must lie in the eyes of the beholders whose voices will matter--the teachers and the parents psychologists should be serving in the best interest of children. While state and national leadership strive to convince legislators of school psychology's value, the ultimate importance of school psychologists in the educational enterprise will be determined by the activities, or lack of activity, of each school psychologist in the field. Ultimately, the responsibility for empowering the profession and making school psychologists more important may lie with training programs, which must assume the responsibility for producing a generation of young school psychologists able to deliver a wide range of useful services, but also ready to play an activist role. (JBJ)

ED 406 594   CG 027 467

French, Joseph L.
Recycling the Basics for Evolving Schools: Psychologists as Fulcrums for Leveraging Improved Schooling.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p15-19; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counselor Teacher Cooperation; Counselor Training; Doctoral Programs; Educational History; Elementary Secondary Education; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

As psychologists meet with educators to discuss the needs of various children, they bring different pedagogical backgrounds to the table. The body of psychological theory and science the psychologists have is essential, imperative, and indispensable to effective schooling. The diagnostic skills of psychologists are essential and not available to other school personnel. Psychologists are major players in diagnosing individual educational problems and in developing programs to ameliorate or, at least, minimize them. Periodic re-evaluation by both psychologists and educators is essential--classification as "exceptional" should not be in perpetuity. Psychologists, especially those prepared in the scientist-practitioner model, should be helpful in evaluating proposed programs for individuals or groups. In addition, psychologists: (1) have group leadership and management skills; (2) help to bridge the distance between schools and homes; (3) are familiar with the array of services available from nonschool sources; and (4) are teachers when they provide instruction to professional personnel, paraprofessional personnel, individuals or groups on topics such as communicating with parents, behavioral contraction, or crisis management. Psychological service units, providing for diversification of service, should be used to perform all these activities. Due to the volume of services needed in schools, the role of doctoral-level personnel needs to be re-examined. (JBJ)

ED 406 595   CG 027 468

Doll, Beth

ED 406 612 CG 027 485

Naglieri, Jack A.
Expertise Makes Psychology in the Schools Indispensable.
PUB DATE- 96
NOTE- 4p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p129-31; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Measurement; Counselor Teacher Cooperation; *Educational Assessment; Elementary Secondary Education; Evaluation Needs; Evaluation Utilization; Health Promotion; *Personality Assessment; Prevention; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; Student Evaluation

To be indispensable, any professional who works within the school environment must have expertise that others do not have. In the case of psychologists in schools, they must be able to uncover, use, and communicate essential and necessary information about students which facilitates academic and personal growth either directly or indirectly and that cannot be obtained from others in the school system. Their knowledge base as well as interpersonal skills must be unique in that setting. A few major areas in which psychologists can demonstrate their uniqueness are: (1) assessment of intelligence or cognitive abilities, especially when translated into meaningful educational recommendations; (2) assessment of personality or social-emotional functioning that provides teachers and school staff with additional insight into the relationships between the child's behavior and emotional issues; and (3) facilitating a psychologically oriented educational atmosphere that has a scientific perspective when dealing with children's educational problems. However, psychologists in the schools must do more than just assess, because assessment is only the first step in solving the problems faced by children who are experiencing educational failure. (JBJ)

ED 406 613 CG 027 486

Alpert, Judith L.; Rigney, Lynn
Fantasy, Reality, Necessity, and the Indispensable School Psychologist.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p133-37; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Teacher Cooperation; Early Intervention; *Educational Trends; Elementary Secondary Education; *Futures (Of Society); Health Promotion; *Prevention; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

The school psychologist's indispensable role within a school includes preventive activities that are responsive to the needs of contemporary society as well as the changes in services necessitated by health care and educational reform. While these

NOTE- 27p.; Prepared by the Task Force on Representation in the Curriculum of the Division of the Psychology of Women, of the American Psychological Association.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; *Curriculum Enrichment; *Diversity (Institutional); *Females; Higher Education; Institutional Characteristics; *Psychology; School Culture; School Organization; *Undergraduate Study
IDENTIFIERS- *Educational Diversity

The inclusion of diversity in the teaching of undergraduate psychology, as is presented here, can transform both the discipline of psychology and the larger society it influences. Details of why the lack of representation is a problem are outlined. These problems include exclusion, misrepresentation, methodology, disengagement, stagnation, and social implications. The extent of the problem is also detailed, including the poor representation of women of all groups, along with men of color, in textbooks and in research studies. Examples of material on diverse groups are presented and include details on historical issues, research methods, physiological psychology, developmental psychology, abnormal psychology, and social psychology. This booklet does not claim that only women or people of color are capable of doing research on their respective groups, but it does claim that recruitment and inclusion of such researchers increases the likelihood that greater and more intimate access to these underrepresented populations can be gained and that paradigms other than those of pathology may be proposed. Contains 122 references. (RJM)

ED 406 633 CG 027 632

Hevern, Vincent W.
Values-Oriented Public Policy Forums: Active Learning in Abnormal Psychology.
PUB DATE- Aug 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; Class Activities; College Students; *Cooperative Learning; Group Activities; Higher Education; Mental Health; Models; Psychopathology; *Public Policy; *Student Attitudes; Teaching Methods; Theory Practice Relationship; Undergraduate Study; *Values
IDENTIFIERS- *Jigsaw II; Public Policy Education; Slavin (Robert E)

Students in an undergraduate course in abnormal psychology annually employ a cooperative active learning model to conduct a 4- to 6-day, values-oriented public policy forum (PPF) within the class itself on a general topic of concern to the field of mental health. A comprehensive and structured five-phase model for a PPF is detailed for course sections with 25 to 60 students. The model includes the following: initial preparation by instructor, orientation of students, research by student-based "study groups," forum learning and discussion in "work groups," and a final reflection paper. Strengths and weaknesses regarding this methodology are described on the basis of student (N=45) evaluations and 4 years of experience with this

Achievement; *Reading Achievement; *Reading Difficulties; *Reading Processes; Reading Research; *Semantics; Vocabulary Development
IDENTIFIERS- *Phonological Processing

Poor readers and reading age level controls performed a primed picture naming task and a lexical decision task. Additionally, vocabulary performance was assessed for both groups. Subjects were 42 Dutch children--mean age for the poor readers was 145 months and for controls was 117 months. In the picture naming task there were three priming conditions: repeated, semantically related, and unrelated. Picture items represented early acquired and late acquired words. In the lexical decision task the same items were represented, now as printed words. In addition to words, pseudoword and nonword items were used. Picture naming data showed that poor readers were slower in the repeated prime condition only. This effect could not be explained by differences in vocabulary. Semantically related primes were ineffective, in comparison to the repeated prime condition. Lexical decision data replicated the poor readers' nonword reading deficit: poor readers were slower, especially on the nonwords. A separately conducted analysis of the real word data showed strong effects of acquisition age in addition to between reader group differences. Late-acquired words took longer reaction times. Vocabulary performance as covariate could explain the between group effects in this task. Findings suggest that semantic and phonological processing independently contribute to reading deficits. (Contains 10 references and 2 figures of data.) (Author/RS)

ED 406 654 CS 012 794

Barnett, Jerrold E.
Self-Regulation of Reading College Textbooks.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Reading; Higher Education; Learning Strategies; Metacognition; Reading Research; *Reading Strategies; Study Habits; *Study Skills; Undergraduate Students
IDENTIFIERS- *Self Regulated Learning

Models of self-regulated learning describe learners as actively and mindfully employing cognitive and metacognitive strategies as they pursue their learning goals. Self-regulated learners set goals, plan, and use a variety of cognitive strategies, monitor progress towards their goals, and manage their emotional states. However, many classroom teachers observe students who use passive study techniques or who apply simple strategies. To examine the level of self-regulation as students read their textbooks in preparation for classroom examination, students were surveyed after each exam in two college classes. In one course (Psychological Testing), students (n=27) read their texts only immediately before the tests and used shallow study tactics (such as highlighting). Across the semester, the quality of study strategies decreased slightly, but students also increased their efforts. Test scores improved significantly. Relatively strong correlations emerged between studying and test performance, supporting the notion that strategies do indeed work for students who use them. Like the Testing class, the Educational Psychology students (n=34)

ED 406 673 CS 215 788

Joy, Flora; And Others
The Big, Bad Wolf Goes Trick-or-Treating.
PUB DATE- 94
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- *Audience Response; *Class Activities; *Classroom Communication; Creative Expression; Elementary Education; Learning Activities; *Story Telling; *Student Participation; Verbal Communication
IDENTIFIERS- Communication Across the Curriculum; Halloween; Three Little Pigs

This adaptation of the "Three Little Pigs" story is suitable for performance in elementary grades, especially around Halloween. The story comes with step-by-step directions for how to dramatize the action for maximum audience participation and response and with suggestions for optional learning activities that can be used with the story. Some of the activities that go with the story are making hand shadows (illustrations are provided), working on language arts by pinpointing adjectives in the story, and discussing story creation (the story is a combination of 2 different stories). An activity about product brand names and another activity about health habits are also included. (NKA)

ED 406 674 CS 215 789

Mallan, Kerry
The Road Less Traveled: Storytelling and Imaginative Play.
PUB DATE- 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Journal Articles (080)
DESCRIPTORS- Behavior Development; *Class Activities; Elementary Education; *Imagination; *Language Skills; Oral Language; *Pretend Play; *Story Telling; *Student Development
IDENTIFIERS- Story Setting; Story Telling by Children

Young children have little difficulty in creating imaginary worlds inhabited by fantastic creatures. Their play often reaches into the realm of make-believe whereby they improvise situations. Playing shop, mother and father, or doctor are examples of children's ability to try out adult roles and behaviors in a safe context. At school, it seems that there is little time given to imaginative play and oral storytelling by children, as the emphasis is on attaining literacy skills. Consequently, the stories children tell at school are largely written. But written stories at this age often lack fluency, vivid descriptions, and enriched vocabulary. Teachers and parents need to remind themselves that they are preparing children for a world that requires both written and oral skills. For children to tell their stories they need strategies that will help them focus on the development of memory and language skills. Some exercises might focus on "storyscapes," which deal with the significant role that setting plays in the telling of stories, especially fairy tales and other tales of

Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *Class Activities; Community Attitudes; *Females; Higher Education; Literary Criticism; *Literary Genres; Literature Appreciation; *Puritans; *United States Literature
IDENTIFIERS- Heroes; *Narrative Text; Native Americans

How educators teach and talk about the Puritans tends to promulgate a view of them that does not exist in all their texts. From the beginning of the Puritans' arrival in 1630 in New England until Cotton Mather's 1702 publication "Magnalia Christi Americana," there are literary treatments of the idealism and the hardship constituting Puritan life that are surprisingly "antisocial," that are critical of the normative community. This is especially true of the uniquely American genre, the captivity narrative--specifically that written by early New England women. "Having students see these captivity narratives as socially challenging entails having them consider these women writers as acting like today's queer performers, if not like today's transvestites, when they create the 'American hero.'" One instructor who teaches the captivity narrative begins, as follows: (1) notes that English 290 class starts with a showing of "The Last of the Mohicans," which allows students to start the course reading while helping them agree on a present-day representation of the American hero; (2) has students bring in pictures of those who dress as "the other sex," preparing them to: (3) discusses the differences between transvestitism and cross-dressing; and (4) reads "very brief" sections of a psychiatric manual describing "transvestic fetishism." Next they read the Puritan Mary Rowlandson's 1676 "Narrative of the Captivity and Restoration" and the Quaker Elizabeth Hanson's 1724 account of her captivity. With this approach students become better informed about early American women and Native Americans and their role in making a country. "They also see the interconnections among the supposedly antisocial, such as the queer, the transvestite, the cross-dresser, and the heterosexist American hero." Students come to see how accepted norms are often at odds with what society purports to value. (Contains 11 notes.) (NKA)

ED 406 694 CS 215 835

Nilsen, Alleen Pace; Donelson, Kenneth L.
Literature for Today's Young Adults. Fourth Edition.
PUB DATE- 93
NOTE- 640p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Censorship; *English Instruction; Fiction; High Schools; Literary Genres; Literature Appreciation; Nonfiction; *Reading Material Selection; *Recreational Reading; Whole Language Approach
IDENTIFIERS- Information Books; Multicultural Literature

Designed to help teachers open young minds to literature, this book presents criteria for evaluating books in all genres and their suggested classroom uses, an examination of hotly debated topics, and an overview of the significance of young adult

IDENTIFIERS- Boyer (Ernest L); Scholarly Writing
A study examined a number of sources regarding a growing trend against the importance of academic publishing, including various articles that have appeared in the popular and academic press both for and against the "publish or perish" mentality. The literature review was grounded in E. Boyer's 1990 report "Scholarship Reconsidered: Priorities of the Professorate" and was limited to articles published in the last decade. Examination clearly showed that (1) the majority (68%) of faculty in America agree that there are better ways to evaluate faculty; (2) teaching is widely regarded as being more important than research; and (3) there was an overwhelming majority of college and university administrators who thought that it would be a good idea to view scholarship as not just research. Findings suggest that the popular press agrees with these views. In some states, legislatures have actually passed laws requiring that public university professors spend more time teaching, although the ways to effect this change have not been clarified. The fact is that academia is slow and difficult to change. Findings also suggest that views in the academic press are largely just as negative as those found in the popular press. Results did not clearly reflect how, or even whether, theatre practitioners responded to the question of changes in the "publish or perish" system. Through intense scrutiny of the current system, perhaps theatre departments can suggest alternatives that will more properly apply to the field. (Contains 23 references and a sample survey.) (CR)

ED 406 713 CS 509 502

Glenn, Robert J., III
Campaign 96: A Perspective on Cyberspace Political Communication.
PUB DATE- Sep 96
NOTE- 17p.; Paper presented at the Annual Conference of the Kentucky Communication Association (Lake Cumberland State Resort Park, KY, September 20-21, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; Higher Education; *Information Sources; *Internet; *Political Campaigns; *Presidential Campaigns (United States); Research Opportunities; Research Tools
IDENTIFIERS- C SPAN; *Cyberspace; *Political Communication
In 1996 the Internet evolved into a key information source for voters interested in experiencing an unfiltered view of the political process through the lenses of political parties, news organizations, educational foundations, media outlets, and a host of specialized interest groups (e.g., Common Cause, Sierra Club). This access came in the form of World Wide Web sites, Bulletin Boards, Gopher sites, Usenet groups, and access to political agents and agencies through a rapidly expanding system of electronic-mail access points. Travels on the information superhighway uncovered several prominent political websites, including those offered by the Democratic Party (DNC), Dole for President, the White House, and C-SPAN. Each site had its own structure and quality was variable. The "virtual library" is probably the most worthwhile subfile offered within the White House website because of its emphasis

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Block Scheduling; Flexible Scheduling; *High Schools; Program Implementation; *School Schedules; *Statewide Planning; *Time Blocks; *Time Factors (Learning)
IDENTIFIERS- *North Carolina

Since 1989, North Carolina has implemented several statewide initiatives to establish high expectations for all students. State educators have also paid increasing attention to the flexible use of time as a resource for expanding student learning. Block scheduling is a reorganization of school time that is increasingly being adopted by North Carolina public high schools. This report examines the extent of block scheduling in North Carolina high schools, advantages and disadvantages perceived by early implementers and students, instructional practices used in block-scheduled high schools, and policy issues. Data were derived from surveys, school site interviews with administrators, focus-group interviews with teachers and students at two high schools, and limited end-of-course test scores. Findings show that implementation of block scheduling is rapidly growing in North Carolina; teachers get more planning time; direct teacher contact hours are reduced by 30 hours; students report less homework; staff development and planning are vital to successful implementation; and there is little effect on end-of-term test performance. Most teachers and administrators identify the following strong points: students can take more courses and electives and have fewer classes to prepare for at one time, and teachers have more planning time, can use class time more effectively, and have fewer preparations. The weakest points, in the opinion of teachers and administrators, appear to lie in the accommodation of transfer students and the difficulty of students' recovering from absences. Four figures and six tables are included. Appendices contain a list of participating schools and their schedules, surveys, and an article on the pros and cons of block scheduling. (Contains eight references.) (LMI)

ED 406 735 EA 028 300

Liebschutz, David S.; Boyd, Donald J.
Education Spending Faces Demographic and Other Pressures. State Fiscal Brief, No. 38.
PUB DATE- Dec 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Costs; *Economic Impact; *Educational Finance; Educational Technology; Elementary Secondary Education; *Enrollment Trends; Expenditure Per Student; *Expenditures; Income; Property Taxes; School District Spending

State and local government spending on public elementary and secondary education grew from $40.7 billion in 1970 to an estimated $256.3 billion in 1996, a more than 6-fold increase in 25 years. Even when adjusted for inflation and changes in enrollment, real per-pupil spending still increased 86 percent. This brief examines some of the underlying causes for the increase in education spending and discusses the outlook for the future. There are several factors responsible for the rapid growth in spending, including broadly expanded special and vocational education programs, increased teacher salaries, and increased equipment needs. Before exploring those factors, however, the brief describes how spending increased, especially small schools. The study also identified 12 items--a cluster of negative characteristics common to all five schools--which were analyzed using frame theory. Respondents also recommended making better use of teacher involvement in decision making, school-parent relationships, and community resources. (LMI)

ED 406 754 EA 028 323

Harold, Barbara
The Changing Role of the Principal: A New Zealand Perspective.
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Decentralization; Educational Change; Elementary Secondary Education; Foreign Countries; Governance; *Institutional Autonomy; *Principals; Professional Autonomy; Women Administrators; Work Environment
IDENTIFIERS- *New Zealand

During 1989, the administration of the New Zealand education system underwent the most dramatic change since its inception as a national system in 1889. The changes affected principals, who took on greatly expanded managerial responsibilities while continuing their traditional role of professional leadership. Principals were also responsible to the school-based board of trustees, which was composed of parents from the school community. This paper identifies key issues for principals at the introduction of the reforms and discusses trends and developments in principals' role to the present day. Issues included heavier workloads and greater stress; contentious relationships with parents, trustees, and the business community; feminist leadership styles that conflicted with the New Right political climate; the principal's role as an employer; and the principal's new political role. The tension that existed between the leadership and managerial components of the principal's role was perhaps the most problematic issue. Challenges include developing new models for professional development, resolving the debate about the nature of the curriculum and about the social and educational roles of schools, and finding ways to regulate the pace of change. (Contains 26 references.) (LMI)

ED 406 755 EA 028 325

Education Is Iowa's Future: The State Plan for Educational Excellence in the 21st Century. Revised.
PUB DATE- Dec 96
NOTE- 32p.; For the first edition, see ED 343 275.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Role; *Educational Objectives; *Educational Planning; Elementary Secondary Education; Evaluation Criteria; State Departments of Education; *State Standards; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Iowa

Iowa's education system is preparing for the 21st century by building on its past and present strengths. This report outlines the strategic plan established by the Iowa State Board

Teaching Models

Since deaf students who are members of more than one cultural group (e.g., Deaf and Black, Deaf and Asian, Deaf and Native American, Deaf and Hispanic) seldom encounter teachers who are deaf, let alone deaf and representative of their ethnic/racial group, this paper offers a framework to help teachers attend to the variations in beliefs, traditions, and values which impact these students' lives. The framework includes forms for identifying personal culture variables and generating curricula adaptation; encourages the use of "cultural brokers" to provide a bridge between cultures; and offers six steps for identifying cultural variables and generating strategies for inclusion in curricular methods and the student's Individualized Education Program (IEP). The Student's Personal Culture Form is used to explore a student's personal culture. A second form, the Personal Culture Curricular Strategy Form, is used to summarize findings from the student's personal culture form. It offers school personnel a list of cultural features to incorporate into their curriculum and their approaches to the child and family. Sample forms are attached. (DB)

ED 406 774 EC 305 467

deGarcia, Barbara Gerner
Multicultural Education Applications for Teachers of the Deaf: Creating Culturally Responsive Curriculum.
PUB DATE- Mar 97
NOTE- 10p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Constructivism (Learning); *Culturally Relevant Education; *Deafness; Distance Education; Educational Methods; Educational Practices; Elementary Secondary Education; *Hearing Impairments; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); *Multicultural Education; Special Education Teachers; Teaching Models
IDENTIFIERS- Gallaudet University DC

This paper describes Project THREADS (Transformations for Humanistic and Responsive Education for All Deaf Students), a program to develop a model for increasing the multicultural competence of inservice teachers of the deaf. Project THREADS is designed to facilitate changes in individual teachers and changes in their institutions while working to develop best practice multicultural education models. Twenty-two teachers in teams from 10 schools and programs for the deaf are being trained over the course of 3 years. The project provides a 1-week summer institute each year at Gallaudet University (District of Columbia), and a distance education component throughout the school year for academic credit. The 10 sites are geographically representative and include day schools, residential schools, and public school classes. The first summer institute introduced the teachers to theories of multicultural education and implications for deaf education. The second THREADS institute examined constructivist versus traditional curriculum, interdisciplinary thematic teaching, materials evaluation, and identification of resources. Practical application of theory within the classroom is emphasized as is use of the same constructivist methods to disability community which looked at the individual student component of a balanced system of accountability. Ten prioritized recommendations are suggested for changes in the Individualized Education Program process. Ed Roeber of the Council of Chief State School Officers writes about the collaborative effort to help states develop student standards and assessments in "CCSSO Develops Interstate Assessment Collaborative Effort." Margie Crutchfield of the Council for Exceptional Children presents standards for education and preparation of special education teachers developed by the CEC in "CEC Establishes Standards for Accreditation and Certification." Finally, Ken Olsen of the Mid-South Regional Resource Center reviews collaborative efforts to produce resource materials on standards and alternative assessments in "MSRRC: Recent Activities Related to Standards and Assessment." (DB)

ED 406 792 EC 305 493

Akasaki, Shizuko; And Others
Delivering Special Education Services in Urban Culturally Diverse Child Care Centers to Preschool Age Children with Disabilities, Prenatally Exposed to Drugs/Alcohol, Referred by Protective Services or Born to Teenage Mothers. Project Relationship. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Oct 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Cultural Differences; *Day Care Centers; *Disabilities; *Early Intervention; *Inclusive Schools; Language Acquisition; Mainstreaming; Models; Preschool Education; Speech Language Pathology; Speech Therapy; *Staff Development; *Urban Education
IDENTIFIERS- California (Los Angeles)

This final report describes activities and achievements of Project Relationship, a Los Angeles (California) program designed to support the successful inclusion of young children with disabilities and challenging behaviors in publicly funded child care settings. During the 3 years of model development and 2 years of model refinement and replication, the project provided support and staff development to 11 Children's Centers, each serving about 100 young children including 6-12 children eligible for special education services. The program model was based on a relationship based, problem solving framework. Eligible children received support from special education teachers and speech and language therapists on an itinerant basis. On-going staff development sessions focused on three themes identified as priority areas: (1) ways to increase the successful inclusion of children with diverse special needs; (2) ways to improve interpersonal communication among staff members; and (3) ways to develop and implement predictable program practices. The project also produced a training manual and video. Individual sections of the report describe the project's goals and objectives, the theoretical and conceptual framework, the model, issues in model implementation, project effectiveness, and project impact. (DB)

ED 406 793 EC 305 494

Special Needs in the Classroom: Teacher Education Resource Pack.

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Educational Change; Educational Objectives; Elementary School Teachers; *Inclusive Schools; Intermediate Grades; *Interprofessional Relationship; Mainstreaming; *Mild Disabilities; Program Implementation; Qualitative Research; *Regular and Special Education Relationship; School Restructuring; *Teacher Collaboration; Teamwork

This qualitative study of teachers' "sensemaking" about changing professional relationships and inclusive education involved interviews and observations of three teachers over the course of a school year. The teachers, one each from regular and special education and a "collaborating teacher," were employed in an urban upper elementary school in the midst of restructuring for inclusion of children with mild disabilities into regular classrooms. Teachers were observed for 2 days a week and the special education collaborative teacher was "shadowed" through her work day four times. Both individual and collective interviews were conducted with the teachers as well as with the school principal. The study found both patterns and contradictions in the teachers' sense of what they were undertaking. Conflicting understandings about their teaching purposes were indicated by their different uses of time, space, and curriculum. Organizational and personal obstacles to communication were also found. The paper has many excerpts from interviews as well as classroom vignettes from the observations. Suggestions for more effective collaboration are offered. (DB)

ED 406 810 EC 305 516

Markowitz, Joy; And Others
Addressing the Disproportionate Representation of Students from Racial and Ethnic Minority Groups in Special Education: A Resource Document.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 14 Mar 97
NOTE- 115p.; Prepared by Project FORUM.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disabilities; Disability Identification; *Educational Diagnosis; *Educational Strategies; Elementary Secondary Education; Eligibility; *Equal Education; Ethnic Groups; Incidence; *Minority Group Children; Prevention; Racial Bias; Referral; *Special Education; Student Evaluation
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This report is designed to facilitate efforts to develop and implement equitable educational policies and procedures, and remedy discriminatory practices that lead to disproportionate representation of students from racial and ethnic minority groups in special education. It aims to enable technical assistance providers to provide more effective assistance and guidance to state and local education personnel in addressing disproportionate representation. Part 1 is a compilation of approaches that have the potential for effectively preventing and correcting disproportionate representation. These

NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *English; English (Second Language); *Grammar; Language Acquisition; Language Usage; Second Language Instruction; Second Language Learning
IDENTIFIERS- ERIC Digests

This digest considers the misconception that grammar is a collection of arbitrary rules about static structures in a language by challenging 10 common myths about grammar and its teaching. The myths include the following: (1) grammar is acquired naturally; it need not be taught; (2) grammar is a collection of meaningless forms; (3) grammar consists of arbitrary rules; (4) grammar is boring; (5) students have different styles and not all students can learn grammar; (6) grammar structures are learned one at a time; (7) grammar has to do only with sentence-level and subsentence-level phenomena; (8) grammar and vocabulary are areas of knowledge; reading, writing, speaking, and listening are the four skills; (9) grammars provide the rules/explanations for all the structures in a language; and (10) "I don't know enough about grammar to teach it." (JL)

ED 406 830 FL 024 482

Kuntz, Patricia S.
Beliefs about Early Language Learning: St. Lucian Beginning Students of French and Spanish.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *French; Intermediate Grades; Introductory Courses; *Language Attitudes; Second Language Learning; *Second Languages; Secondary Education; Secondary School Students; *Spanish; *Student Attitudes; Surveys
IDENTIFIERS- *Saint Lucia

A study investigated the attitudes toward language learning held by early secondary school students (ages 11-13) on the island of Saint Lucia who are studying French and Spanish simultaneously, as required in the first two years of secondary school. Subjects were students at two schools, and included 121 boys and 72 girls. The survey consisted of demographic data and 47 questions about language learning, framed in a Likert scale. Data were compared with those from a similar study of students in the United States. In general, St. Lucia students had more strongly held beliefs than U.S. students, viewing languages as a serious academic subject and expecting to learn to speak a second language well. Differences between groups were found on many questions. Some differences were found between the two St. Lucia school populations, attributed to some degree to the type of schooling offered in the two institutions or the different student populations. Implications for curriculum development in the St. Lucia context are discussed. The questionnaire is appended. Contains 24 references. (MSE)

ED 406 831 FL 024 484

Smrekar, Jocelynn Luisa
The Impact of Learner-Centered Classrooms on Second Language Learning: Communicating with Educators.

Teachers' Voices: Curriculum Design and Change.

PUB DATE- Nov 95

NOTE- 21p.; Paper presented at the Annual Meeting of the Japan Association of Language Teachers (21st, Nagoya, Japan, November 2-5, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Classroom Research; Classroom Techniques; Competency Based Education; Cooperation; Course Organization; Curriculum Design; *Curriculum Development; *English (Second Language); Federal Programs; Foreign Countries; *Migrant Education; Program Descriptions; Second Language Instruction

IDENTIFIERS- Australia

The role of collaborative research to support curriculum change is discussed, drawing on experiences with the Australian Adult Migrant English Program during a period of extensive change. The research undertaken was to assess the impact of competency-based curriculum on classroom practice and course design. The research project engaged 30 teacher-researchers with diverse perspectives in assessment of the changes' impact while, rather than after, they occurred. Because the researchers were in four territories, a network was established linking researchers, project organizers, and local coordinators. In the first phase, researchers documented their course planning and day-to-day decision-making in an ethnographic manner. In the second phase, themes were refined into four major research areas: selection and sequencing of content; integration of grammar teaching into task planning and classroom processes; conducting competency-based assessment; and documentation of learners' understanding of and responses to competency-based teaching. Researchers chose their research focus and data collection methods, and shared their findings in collaborative discussion. The method is found to contribute significantly to teacher-researchers' professional development. Anecdotal information and teacher comments illustrate the utility of the method. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 851 FL 801 136

Thuy, Vuong G.

10 Lessons of Pre-Employment Skills for ESL Students, with a Bilingual English-Cambodian Glossary and a Teacher's Guide (Upgraded Version).

SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

PUB DATE- 95

NOTE- 148p.

LANGUAGE- English; Cambodian

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Acculturation; Banking; Business Communication; Cambodian; *Cambodians; *Communication Skills; *Daily Living Skills; English (Second Language); Glossaries; Immigrants; Interviews; Job Application; *Job Search Methods; Letters (Correspondence); Literacy Education; Newspapers; *Payroll Records; Records (Forms); Resumes (Personal); Second Language Instruction; Taxes; Telephone Usage Instruction; Uncommonly Taught Languages; *Vocational English (Second Language); Writing Skills each paper contains its own references. (JB)

ED 406 868 HE 026 281

Hashway, Robert M.; Cain, Karen
Affirmative Action. A Compliance Audit of Higher Education in Louisiana.
PUB DATE- 4 Jan 1992
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Affirmative Action; Budgeting; Charts; Comparative Analysis; *Compliance (Legal); Credit Courses; Data Analysis; Enrollment; *Equal Education; Equal Opportunities (Jobs); Higher Education; *Racial Discrimination; State Aid; State Colleges; *State Legislation; State Universities; Teacher Distribution; Teaching Experience; Tuition
IDENTIFIERS- *Civil Rights Act 1964 Title VI; *Louisiana

This study examines whether the State of Louisiana showed good faith compliance with the Fourteenth Amendment and Title VI of the Civil Rights Act of 1964 as amended. This audit examines the following areas in the State of Louisiana: (1) educational equity, equality, and adequacy; (2) equal ethnic and gender employment and educational opportunity; and (3) the impact of consent decree programs on Louisiana State universities. Evidence suggests that since 1966 the State of Louisiana and its agents have not provided equal educational opportunity for students in its higher education system and, in fact, have no intention of complying with Title VI of the Civil Rights Act. It is recommended that the federal court assume immediate responsibility for the day to day operation of the Louisiana Higher Education System and appoint a court master or system chancellor to identify appropriate staff from within and without the State for purposes of working with the Trustee, Southern University System, Louisiana State University, and university presidents to formulate operational plans leading to the elimination of the various boards. Appendices include data on the gross institutional budgets, consent decree funding, and enrollment trends for historically black universities in the State. Contains 18 literature references, and 21 references to case law. (GLR)

ED 406 869 HE 026 312

Price, Jane, Ed.
Defining a Quality Education. Proceedings of the Annual Conference of the Association for Institutional Research (19th, Washington, D.C., November 14-17, 1992).
PUB DATE- 17 Nov 92
NOTE- 293p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Accreditation (Institutions); College Faculty; College Freshmen; *College Students; Community Colleges; Comparative Analysis; Databases; Dropout Rate; Educational Environment; Educational Quality; Government School Relationship; *Higher Education; Institutional Research; Long Range Planning; Outcomes of Education; Paying for College; Public Colleges; Questionnaires; Recruitment; Sexuality; Student Attitudes; Student Characteristics; Student Financial Aid; Transfer Students; Two Year Colleges

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attendance; *College Students; *English (Second Language); Higher Education; Majors (Students); *Native Speakers; Sex Differences; *Student Attitudes; Teacher Student Relationship; *Teaching Assistants; Use Studies
IDENTIFIERS- *Office Hours

This study set out to explore possible differences in college students' perceptions and use of teaching assistants' (TA) office hours depending on whether their TAs were native or nonnative speakers of English. A total of 31 TAs, including 16 native and 15 nonnative speakers of English, from a major American university completed a questionnaire on their office hours and student usage of office hours. A total of 385 undergraduates, including 278 native and 200 nonnative speakers of English, completed a questionnaire on their use of TA office hours. The results indicated that both students and TAs acknowledged the importance of office hours, with students reporting attending office hours an average of twice per course. The native language of the TA was not related to either student perceived importance of office hours or to student attendance. Statistical analyses indicated that female students, students with the same major as their TA, students in certain departments, and those who attended office hours more frequently considered office hours more significantly important than others. Two appendixes provide copies of the TA and student questionnaires. (MDM)

ED 406 887 HE 030 045

Gallego, Juan Carlos
Language- vs. Content-Related Trouble in Understanding Native and NNS TAs at Office Hours.
PUB DATE- 92
NOTE- 65p.; For a related document, see HE 030 044 and HE 030 046.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *College Students; *Communication Problems; Course Content; *English (Second Language); Higher Education; *Native Speakers; Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- *Conversational Analysis; Office Hours

This case study compared the performance of teaching assistants (TAs) who were native speakers and nonnative speakers (NNS) of English during office hour consultations with undergraduates. Three nonnative- and two native-speaking TAs in the economics department of a major American university were videotaped during office hour consultations. The nonnative-speaking TAs were from South America and had scored 200-220 on a language test, corresponding to overall intelligibility but with occasional problems in pronunciation, grammar, and fluency. The videotapes were then analyzed using the conversation analytical approach combined with a broader notion of context and trouble-shooting. The analyses suggested that even though the nonnative-speaking TAs had only an intermediate level of spoken English, language-related trouble in spoken English was rare, and was quickly and effectively resolved within a turn or two. Content-related trouble, however, was more common in the interactions of both nonnative- and native-speaking TAs in the interactions with undergraduates. An appendix provides transcripts of TA-student consultations. (Contains 56 references.) (MDM)

Tuition, Financial Aid, and Access to Public Higher Education: A
Review of the Literature.
PUB DATE- Feb 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; *College Attendance; College Students; Community Colleges; Economic Research; *Enrollment Influences; Higher Education; *Public Colleges; Racial Differences; Socioeconomic Background; *Student Financial Aid; *Tuition

This paper reviews the literature on the relationship between rising tuition and access to public higher education in the United States. It reviews research on the relationship between tuition and enrollment in higher education, noting that every study considered has found an inverse relationship between tuition and enrollment rates. The evidence suggests that a tuition rise of $100 is consistent with a 0.5 to 1.0 percentage drop in enrollment. The paper also considers the relationship between financial aid and enrollment, noting that the findings in this area are more complex than in the area of tuition, with some studies finding some students less sensitive than others to increases or decreases in financial aid. It then examines the effects of tuition and financial aid on students of different incomes, races, and college sectors. These studies have indicated that lower-income, black, and community college students are more sensitive to changes in tuition and financial aid than their counterparts. Appendixes provide information on tuition and fees at public colleges and universities; summaries of the relationship between tuition, financial aid, and enrollment; and a summary of income, race, and sector effects. (Contains 53 references.) (MDM)

ED 406 907 HE 030 081

Obiakor, Festus E.; Harris-Obiakor, Pauline
Retention Models for Minority College Students.
PUB DATE- 16 Apr 97
NOTE- 8p.; Paper presented at the Research and Creativity Forum (Emporia, KS, April 16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Persistence; *College Role; Dropout Prevention; Higher Education; Leadership; *Minority Groups; Models; Racial Attitudes; *School Holding Power; Student Experience; Student School Relationship

This paper discusses retention techniques that can be used with minority students at predominantly white colleges, focusing on four phases that are critical to the retention and academic achievement of minority students: acceptance, acclimatization, responsibility, and productivity. In the acceptance phase, the college community should attempt to convince minority students very early that it is interested in them and that help is available for them to maximize their potential. The acclimatization phase involves building a positive racial climate and the incorporation of clearly stated retention policies. To foster minority student responsibility, minority program directors should organize a leadership seminar that addresses the organizational structure of the college and its relationship to the community, profiles an effective leader, safety code compliance; physical plant support facilities; utility improvements; site improvements and parking; research and clinics; and student housing, auxiliary services and athletics. (CH)

ED 406 928 HE 030 103

Professional Health Education Report.
PUB DATE- Oct 96
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Allied Health Occupations Education; Associate Degrees; Bachelors Degrees; Community Colleges; Doctoral Degrees; Graduate Study; Higher Education; Licensing Examinations (Professions); Masters Degrees; Outcomes of Education; Professional Education; *Program Costs; Program Evaluation; Salaries; *Technical Education; Tuition; Two Year Colleges; Undergraduate Study; Vocational Education
IDENTIFIERS- *Colorado; University of Colorado Denver

This report summarizes a study of costs of health professions training programs from certificate to professional level in Colorado. The main findings include the following: the majority of degree programs are offered at the University of Colorado Health Sciences Center and at community and local district colleges; there is a high degree of coordination and articulation between levels for similar programs; costs range widely between programs and institutions; tuition and fees cover from less than 20 percent of costs for some programs to more than 60 percent for others; because most institutions have a single tuition rate, tuition is not tied directly to program costs; student demand exceeds capacity in the majority of health care programs; expansion of some programs would be appropriate; programs have been effective in preparing most students for success in licensing examinations; and since health professions programs prepare students for specific careers, students either find employment in their field or go on to further training. Tables provide information on costs and revenue at the Health Sciences Center and at other institutions, on full-time tuition rates at various institutions, on licensing examination success, and on placement and starting salaries. (CH)

ED 406 929 HE 030 104

Colorado Commission for Achievement in Education Recommendations for 1997. Report to the General Assembly. Research Publication No. 419.
PUB DATE- Nov 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Involvement; Elementary Secondary Education; Evaluation Criteria; *Graduate Study; Higher Education; Licensing Examinations (Professions); Occupational Therapy; Partnerships in Education; Physical Therapy; Public Policy; School Community Relationship; Special Education Teachers; *State Government; State Standards; *Tax Deductions; Technology; Therapists
IDENTIFIERS- *Colorado; *Tuition Prepayment

supportive. (Contains 27 references.) (CH)

ED 406 948 HE 030 125

Clarke, Edward O., Jr.; Florestano, Patricia S.
Trends and Issues in Maryland Postsecondary Education.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *College Outcomes Assessment; Community Colleges; *Diversity (Student); Educational Demand; Educational Improvement; Educational Needs; Educational Objectives; *Educational Policy; Educational Principles; *Educational Quality; Efficiency; Excellence in Education; *Higher Education; Private Schools; Public Education; State Boards of Education; State Colleges; State Standards; State Universities
IDENTIFIERS- *Maryland

This report identifies issues in Maryland postsecondary education concerned with quality, effectiveness, access, diversity, and efficiency. It first provides a brief overview of the system, including information on headcount, the number and types of institutions, demographic trends, the labor market, and financing. It then addresses the following areas: (1) quality--as it relates to undergraduate education, teacher education reform, academic preparation and remediation, faculty, information resources, and private career schools; (2) effectiveness--measured by retention and graduation rates, time to degree, success of graduates, rewards for institutional success, adaptability to change, economic impact of sponsored research, and private career schools; (3) access--measured across regions, by affordability, by financial aid, and by articulation and transfer; (4) diversity--under the current system; under three newly proposed principles of comprehensiveness, student-centeredness, and accountability; and gender equity; and (5) efficiency--as it relates to state finances, changing educational needs, redesigning institutions, and using partnerships. (CH)

ED 406 949 HE 030 126

New York State Assembly. 1995 Annual Report of the Standing Committee on Higher Education.
PUB DATE- Dec 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; American Indians; Budgeting; Community Colleges; *Educational Finance; Higher Education; *Library Funding; *Policy Formation; Private Colleges; Proprietary Schools; Public Policy; State Colleges; *State Government; State Legislation; State Licensing Boards; State Programs; State Regulation; State Universities
IDENTIFIERS- City University of New York; *New York; State University of New York

This report summarizes the activities and achievements of the New York State Assembly's Committee on Higher Education during the 1995 legislative session. The Committee is responsible for the initiation and review of legislation relevant to higher education and the professions in New York State, as well as requisite entry skills and supporting utilization of the course as designed. In addition to course design and school factors, facilitator roles and performance requirements are defined by the needs of the students themselves. (Contains 36 references.) (AEF)

ED 406 967 IR 018 319

Study of Educational Technology Programs Authorized from 1984-1989. Phase I of the Comprehensive Study of Educational Technology Programs Authorized from 1984-1992.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 127p.; For other phases of this study, see IR 320-322; for the 1984-1992 summary report, see ED 348 951; for the 1989-1992 study, see IR 018 323-328.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; Computer Software; Curriculum Enrichment; Educational Media; *Educational Resources; *Educational Technology; Educational Television; Elementary Secondary Education; Information Dissemination; Instructional Development; Instructional Materials; Interactive Video; Nonprint Media; State Aid; State Legislation; *State Programs; Videotape Recordings
IDENTIFIERS- *California Educational Techn Assessment Prog

This report on Phase I, of a four-phase study, of the California Educational Technology Assessment Program (CETAP) provides a descriptive analysis of 14 programs and projects funded by the Educational Technology Local Assistance Program, Assembly Bill 803 (Chapter 1133, Statutes of 1983), between 1984 and 1989. The information reported is intended to: make the reader aware of valuable resources and programs previously initiated and inform decision makers about past practices that should be considered in the design of new technology programs and initiatives. Following an overview of the program, this report addresses 14 topics in separate sections: (1) Technology in the Curriculum Guides; (2) Technology in the Curriculum Software (3) Summer Technology Training Institutes; (4) California Video Clearinghouse; (5) California Software Clearinghouse; (6) Teaching Videotape Pilot Program; (7) California Historical Society "On Location" Programs; (8) VCR (Videocassette Recorder) Distribution Program; (9) ITV (Instructional Television) License/Program Acquisition; (10) ETN (Educational Telecommunications Network) Staff Development Project; (11) California Mechanical Universe Model; (12) Developmental Projects; (13) Dissemination Projects; and (14) Adoption/Expansion Projects. A list of nine recommendations concludes the report. Appendices contain a report on telephone interviews with participants in Summer Technology Institutes and a list of 72 selected references. (AEF)

ED 406 968 IR 018 320

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Phase II of the Comprehensive Study of Educational Technology Programs Authorized from 1984-1992. Introduction.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91

respondents believe adult literacy should be a major public library mission; only 50% of state libraries have major adult literacy involvement; lack of funding is the major obstacle to technology use; SLRCs have been largely underfunded; permanent loss of federal funding for library literacy would close many programs; bold state and national leadership is essential; and the single most urgent issue is funds and funding stability. A participant list is appended. Volume II is a data book organized into the eight topical sections of the survey. The contents page for each section indicates the questions as well as the survey groups to which particular questions were addressed. Data are presented in tables or as free response answers. (YLB)

ED 406 520 CE 073 598

Woodhull, Rebecca
ETC Review of the Draft Illinois Academic Standards. Final Report.
SPONS. AGENCY- Illinois State Board of Education, Springfield.
PUB DATE- Jan 97
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Education; Academic Standards; *Career Development; Career Education; *Education Work Relationship; Elementary Secondary Education; *Employment Potential; *Integrated Curriculum; *State Standards; Statewide Planning
IDENTIFIERS- *Illinois

A review of the draft Illinois Academic Standards was conducted to identify changes to incorporate career-related and employability aspects of the academic content. Activities included collection and review of materials on state standards or equivalent state initiatives as well as national and other initiatives. Promotion of the project's primary goal was accomplished through the Illinois State Board of Education (ISBE) electronic mail system and presentations by ISBE and project staff. Content review committees with a total of 41 members reviewed draft standards booklets and made recommendations. Recommendations and comments took two forms: one targeted to format and wording of the standards booklets and another regarding implementation of the standards. General recommendations included elimination of the term "academic" throughout the standards; infusion of career-related elements and contextual learning focus into the standards; more concrete definitions of grade levels; and better definition of the Applications of Learning (AOL). More specific recommendations were language adjustments to the AOL and definition of the use of the standards with special populations. Implementation issues concerned all committees who saw needs for teacher preparation, staff development, and staff specialists in careers and integrated interdisciplinary curriculum. (The 10-page report is followed by these appendixes: timeline; electronic announcements; informational brochure; committee membership list; recommendations and comments by committee; evaluation forms; education to careers groups recommendations; National Career Development Guidelines; and marked-up drafts of the standards.) (YLB)

ED 406 521 CE 073 718

O'Farrell, Brigid; Kornbluh, Joyce L.
Rocking the Boat: Union Women's Voices, 1915-1975.
PUB DATE- 96

Curriculum) process and/or by analysis by a panel of experts. The following supplementary information is provided for each occupation: (1) general carpenter--worker traits and attitudes and career paths; (2) residential electrician--traits and attitudes, trends, technical preparation needed, career insights from experts; (3) industrial distribution--traits and attitudes, knowledge and skills, job titles; and (4) maintenance specialist--traits and attitudes, knowledge, certification, general and technical skills, equipment, trends, career ladder. (KC)

ED 406 538 CE 073 764

Health and Human Services. Occupational Analyses. Worker Task Lists and Supplementary Information for Selected Occupations.
SPONS. AGENCY- Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 51p.; Developed by Northern Virginia Community College-Annandale Tech Prep Consortium, Rappahannock Community College-Warsaw, Crossroads Tech Prep Consortium, Southwest Virginia Tech Prep Consortium, Northern Virginia Community College, Tidewater Community College, and Tidewater Tech Prep Consortium. For related documents, see CE 073 760-763.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; Allied Health Occupations Education; *Allied Health Personnel; *Competence; Competency Based Education; Dental Assistants; Dental Hygienists; Emergency Medical Technicians; Employment Qualifications; Fire Fighters; *Human Services; Job Skills; Law Enforcement; Medical Assistants; *Occupational Clusters; *Occupational Information; Office Occupations Education; Parks; Postsecondary Education; Radiology; Recreational Facilities; Recreational Programs; Secondary Education; Task Analysis; Vocational Education
IDENTIFIERS- Virginia

This publication contains worker task lists and supplementary information for eight occupations in the health and human services cluster: (1) criminal justice; (2) protective services; (3) dental assistant; (4) dental hygienist; (5) diagnostic medical sonographer; (6) medical office assistant; (7) fire medic; and (8) parks and recreation manager. The task lists were generated through the DACUM (Developing a Curriculum) process and/or by analysis by a panel of experts. The following supplementary information is provided for seven of the occupations: (1) criminal justice--traits/attitudes, knowledge, skills, and education, and trends; (2) protective services--knowledge and skills; (3) dental assistant--traits and attitudes, knowledge and skills; (4) dental hygienist---traits and attitudes, knowledge and skills; (5) sonographer---traits and attitudes, knowledge and skills, trends, certification/professional associations, core competencies, education and careers; (6) medical office assistant---traits and attitudes, knowledge and skills, equipment, tools, and supplies; and (7) parks and recreation manager---traits and attitudes, knowledge and skills, professional affiliations/certification, equipment, core competencies, career ladder, secondary school coursework, and trends. (KC)

ED 406 539 CE 073 765

Of the 19 projects conducted as part of the Defense Conversion Adjustment (DCA) Demonstration administered by the U.S. Department of Labor's Office of Work-Based Learning, 5 tested the community planning approach. The projects attempted to alleviate the negative impacts of defense cutbacks on communities, firms, and workers. The project sites included rural, suburban, and urban communities with unemployment rates ranging from 3%-3.5% to 15%-20%. The following were among the factors identified as critical to successful community planning: developing an inclusive goal statement; setting feasible project objectives; limiting the number of project objectives; building on existing capacity; establishing relationships to other planning activities; using subcommittees effectively; understanding the importance of local project leadership; balancing the need for an inclusive planning body with the need to achieve consensus; securing commitments from participating agencies; setting the project schedule; reaching consensus on the planning process early; using consultants effectively; using information as a strategic tool; anticipating obstacles to information-gathering efforts; appreciating importance of obtaining expertise and gauging the political climate; assessing strategies effectively; reaching community consensus; mobilizing resources; and building new relationships between the employment and training community and economic development efforts. (Appendixes contain profiles of the five DCA projects testing the community planning approach and fact sheets for five additional DCA projects.) (MN)

ED 406 557 CE 073 814

Responses to Defense Cutbacks: The Dislocation Aversion Approach. Research and Evaluation Report Series 97-C.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 97
NOTE- 242p.; For related reports, see CE 073 812-815.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; Community Planning; Cooperative Planning; Delivery Systems; Demonstration Programs; *Dislocated Workers; Economic Development; Local Issues; Occupational Mobility; *Prevention; Private Sector; Program Effectiveness; Public Sector; *Retraining; Strategic Planning; Structural Unemployment; Transfer of Training; Underemployment
IDENTIFIERS- *Defense Workers; Job Training Partnership Act 1982 Title III

Of the 19 projects conducted as part of the Defense Conversion Adjustment (DCA) Demonstration administered by the U.S. Department of Labor's Office of Work-Based Learning, 9 tested the dislocation aversion approach. The projects attempted to alleviate the negative impacts of defense cutbacks on communities, firms, and workers. Six projects concentrated exclusively on dislocation aversion strategies, and three also included activities promoting worker mobility goals. The services provided by the projects tended to address the following stages of conversion: (1) assessing current status and conversion opportunities; (2) developing strategic business plans for conversion; (3) delivering training to workers and managers; and (4) implementing planned changes and helping workers apply new skills in the transformed work environment. The following were among the factors identified as critical to successful dislocation aversion: achieving agreement about conversion goals; using project services as strategic tools to employment officers, and guidance counselors; focus groups of all stakeholders; observations; and exploration of the options and requirements of higher-level medical careers. The analysis yielded four major findings: (1) graduates of medical careers programs often lack the academic skills, particularly in science and mathematics, to enter higher-level nursing and other medical fields; (2) Licensed Practical Nurse (LPN) training offers an alternative to higher-level nursing with fewer academic requirements; (3) certified nursing assistant programs focus on specific job skills needed for immediate employment rather than career exploration in a variety of different medical fields; and (4) despite students' career goals, many staff do not expect them to move beyond entry-level medical positions. Recommendations were made for more rigorous high school curriculum, particularly in mathematics and science in the medical careers program, and broader work experience and career information for students. (KC)

ED 406 576 CE 073 857

Lee, Lung-Sheng; And Others
An Introduction to Technology Education in the Republic of China on Taiwan.
PUB DATE- Apr 97
NOTE- 12p.
LANGUAGE- English; Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140),Reports - General (140)
DESCRIPTORS- Behavioral Objectives; *Elementary School Curriculum; Elementary Secondary Education; Foreign Countries; *Industrial Arts; Secondary School Curriculum; *Teaching Methods; *Technology Education
IDENTIFIERS- *Taiwan

In Taiwan, technology education used to be called "industrial arts," but was changed to "living technology" in 1997. The goals of craftwork in elementary school are to provide an understanding in the areas of presentation, appreciation, and practical application of the arts. Curriculum content is divided into the three areas. Instruction is principally through hands-on experience, audiovisual materials, and field trips. The goal in junior high school is to provide knowledge and skills in the areas of tools, materials, and production process. The curriculum is divided into 13 areas based on materials and process, each area covering relevant knowledge and skills. Instructional methods include hands-on activity, learning-by-doing, and projects. The aim of industrial arts in senior high school is to provide knowledge of industrial technology, develop industrial skills, stimulate interest in design and creation, and develop good working habits and attitudes. The curriculum uses the integrative concept of industrial cluster. Instruction includes laboratory practice, audiovisual media, and field trips. Craftwork and industrial technology education departments of teachers' colleges and normal universities supply teachers. Problems and obstacles are heavy teacher workloads and poor teaching environment. Future aims are infusing technology education into elementary schools and emphasizing interdisciplinary and experience-based curriculum design. (YLB)

ED 406 577 CE 073 860

National Skill Standards for Advanced High Performance Manufacturing. Version 2.1.
SPONS. AGENCY- Department of Education, Washington, DC.

Becoming Essential: Rethinking the Practice of School Psychology.
PUB DATE- 96
NOTE- 8p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p23-29; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Teacher Cooperation; Early Intervention; *Educational Change; Elementary Secondary Education; *Futures (Of Society); *Health Promotion; Organizational Change; Prevention; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists
IDENTIFIERS- Goals 2000

School psychology occupies a curious space between the educational and mental health service systems of American society. As professionals trained in mental health, but employed and located in educational settings, school psychologists' contributions are too easily overlooked by both worlds. Despite the fact that school psychologists were never mentioned in any of the major Goals 2000 documents, the articulation of the Goals 2000 represents an important milestone in school psychology because they proclaim the critical importance of students' socioemotional and physical health to scholastic success. Using these goals to define the core responsibilities of schooling, school psychologists can move themselves back into education's first-line team. Key factors necessary for school psychologists to reassert their centrality to schools are: (1) blending into classrooms using teacher-psychologist collabo-ations, e.g. scientific examinations of social and emotional health; (2) writing school psychology into Individual Educational Programs; (3) talking the school talk by expressing psychological concepts in a language that is teacher-comfortable; (4) implementing achievement related services; (5) proving success; (6) weaving networks; (7) creating coalitions with community mental health; (8) weaving a cross-agency safety net; and (9) creating effective community and parent alliances. Inherent to each of these factors is the assumption that school psychology will be a profession of change--the true challenge for school psychologists. (JBJ)

ED 406 596 CG 027 469

Farley, Frank
The Educare Psychologist: Re-Inventing School Psychology and Schools for the 21st Century.
PUB DATE- 96
NOTE- 4p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p31-33; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Futures (Of Society); *Health Promotion; Organizational Change; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

Psychology is changing dramatically as the year 2000 approaches. This is especially true of most practice fields due, in impending reforms evoke uncertainty, they also lead to opportunity. There is presently an opportunity for psychologists in schools to expand their more traditional and already essential roles of secondary and tertiary prevention and to provide primary prevention in schools. In a futuristic school, theoretically and empirically-based activities would be planned and executed by school psychologists. The activities would emanate from three models of primary prevention: (1) community; (2) environmental; and (3) individual. Community primary prevention occurs in the interactions between school and community whereas environmental primary prevention takes place within the school and involves social system analysis and modification as well as person-environment fit. Individual primary prevention focuses on the fostering of individuals' skill and competence within the classroom. Examples illustrating primary prevention in each of these three areas, focusing on programs involving violence, are presented. (JBJ)

ED 406 614 CG 027 487

Clark, Elaine
Making Psychologists Indispensable in the Schools: School Psychologists as Specialists in Neurologic Problems.
PUB DATE- 96
NOTE- 5p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p139-42; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Teacher Cooperation; *Counselor Training; Early Intervention; Elementary Secondary Education; Health Promotion; *Neuropsychology; *Professional Development; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

School psychologists have a long and successful history in making themselves indispensable in schools by expanding their roles and their skills to meet the demands of an ever-changing clientele. As the rates of survival of children with a wide spectrum of genetic and neurodevelopmental disorders and acquired injuries and disease affecting the central nervous system increase, so will the number of children who require psychological services. Left unrecognized, thus untreated, these children are at significant risk for learning and behavior problems. Research has shown that regardless of severity, the majority of children with neurologic insults are discharged from acute care hospitals directly to their homes without any community support or rehabilitation plans. Given the amount of recovery that still takes place after returning to the classroom, the age at which many neurologic problems occur, and the persistence of these children's problems, schools are a critical treatment site for children with neurologic conditions. Although the field of child neuropsychology is rapidly growing, it is still relatively small. Training programs and professional school psychology organizations, therefore, need to consider ways to increase school psychology's involvement in this area. (JBJ)

ED 406 615 CG 027 488

Aronin, Loeb
Making Psychology in the Schools Indispensable: Crisis

model's use across such diverse topics as homelessness, collegiate drinking and substance abuse, universal access to mental health care, and television and mental health. The ratings data and anecdotal evidence suggest that students regard this methodology as capable of connecting their academic efforts to a wider world and of challenging them to weigh and judge ethical and moral concerns more concretely. Contains 20 references. (Author/LSR)

ED 406 634 CG 027 635

Missey, Jeanne T.
A New Approach: Making Ethical Decisions regarding Adult Learner Issues.
PUB DATE- 9 Jan 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Students; *Codes Of Ethics; Decision Making; Ethical Instruction; *Ethics; *Moral Values; Student Development; Teacher Attitudes; *Teacher Responsibility; Teacher Role

Many new student affairs professionals have had little or no experience in applying such codes to different learners. How to address issues where codes are insufficient and how to make student affairs professionals sensitive to the moral and ethical issues of adult learners are addressed in this paper. It is not meant as a guide, but as a tool for understanding ethical principles, by looking through the developmental lens of the adult learner. Principles, such as autonomy, nonmaleficence, beneficence, justice, and fidelity, must serve as the foundation on which ethical codes are based. Each principle, presented here, is outlined and then described as it applies to adult learners and practitioner involvement. Autonomy is important because it shows respect for each person, while nonmaleficence does not engage in activities which run a high risk of harming others. Beneficence fosters actions to benefit others, justice emphasizes the promotion of fair treatment, and fidelity dictates the keeping of promises. All of these principles fit together under an overlying theory of care. Appendixes include outlines of the levels of ethical decision making, five ethical principles, and the four component model. Contains 12 references. (RJM)

ED 406 635 CG 027 636

Wertheimer, Michael
A Contemporary Perspective on the Psychology of Productive Thinking.
PUB DATE- Aug 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Psychology; Criticism; Discovery Processes; Divergent Thinking; Gestalt Therapy; *Problem Solving; *Productive Thinking; *State Of The Art Reviews; Thinking Skills

initially used shallow tactics and read their text only prior to the test. Unlike the Testing class, the level of effort was constant across the semester, but the quality of strategies used improved significantly (trying tactics such as concept maps and peer questioning). At the same time, test scores dropped across the semester and weak correlations were found between studying and test performance. This may be the result of insufficient practice with the new techniques, or insufficient effort in using these strategies. (Contains 11 references and 3 tables of data.) (Author/RS)

ED 406 655 CS 012 795

Dugan, JoAnn Rubino; Bean, Rita M.
Side-by-Side Reading: Scaffolding Meaning-Making through Literature Discussions.
PUB DATE- 27 Mar 97
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Discussion (Teaching Technique); Grade 5; *Group Dynamics; Intermediate Grades; Journal Writing; Literature Appreciation; *Low Achievement; Qualitative Research; Small Group Instruction; *Student Reaction; Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Scaffolding

A qualitative study examined the meaning-making processes involved as six struggling readers and a teacher interacted to make sense of a story during small group literature discussions. Students were low-achieving fifth graders. Instruction consisted of partner reading, written response followed by discussion and extended free journal writing. Three discussions were audiotaped and analyzed for changes in student engagement over time. Results indicated that the teacher demonstrated and explained a variety of ways to make sense of the story in response to students' need for support and encouraged them to practice and eventually control the discussions themselves. Students initially expressed reluctance to elaborate and justify their responses and focused on remembering and summarizing the story. However, during the middle discussion, they became initiators and expressed a desire to make decisions about their reading. During the last session, students facilitated the discussion themselves by responding to one another, and were concerned with expressing and justifying their interpretations rather than remembering or summarizing events. The frequency of sociocognitive conflicts, dialogue in which students disagreed or questioned the text and each other, and the number of student-initiated episodes increased dramatically across the three discussions, indicating a shift of responsibility to meaning-making from teacher to students and higher levels of student engagement in the meaning-making process. (Contains 42 references, and 1 figure and 2 tables of data.) (RS)

ED 406 656 CS 012 796

Mori, Yoshiko
Integration of Information from Context and Semantic Decomposition in Learning New Words.
PUB DATE- Mar 97

the imagination. An examination of the basic elements of setting--mountains, water, towers and castles, woods, forests and trees--is helpful to children in stimulating their imaginations. Exercises and activities on story setting should be given time and space in the classroom. (TB)

ED 406 675 CS 215 791

Miles, Libby
Coherent Contradictions: Product Analyses in a Process-Oriented Field.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coherence; Higher Education; *Historiography; Research Methodology; Textbook Preparation; *Textbooks; *Writing (Composition); *Writing Instruction; *Writing Processes
IDENTIFIERS- *Contradictions; Discourse; Power; Process Approach (Writing); Product Approach (Writing)

In "Fragments of Rationality" (1992), Lester Faigley says that the practice of making contradictions coherent has a great deal to do with the power a writing teacher exercises in the classroom. The way in which historians of writing use textbooks in their research, however, removes power from the writing teacher and from the classroom, locating it instead in the book itself and with the historian who analyzes and interprets it. Faigley states that "textual coherence is privileged because it reduces conflict to a matter of textual tensions." This is the coherent contradiction in the historiographical method. Faigley is supporting a research methodology that explicitly takes into consideration a contextual and institutional analysis of the documents under analysis. Most scholarship concerning textbooks has a product orientation (75%) versus a process orientation. Textbooks are used in ways that separate the published textbook from its mode of production and the material conditions which gave rise to it. While authors and publishers affect the text prior to publication, teachers and students generate texts using the textbook after it leaves the publishers' warehouse. A method which delves more into the processes surrounding textbook production and dissemination and which actively seeks out a range of discursive traces from a range of voices within the power structure would be a more productive historiography. (Contains a chart showing avenues of inquiry for composition textbooks, a list of discursive traces for a historiography, and 9 references.) (CR)

ED 406 676 CS 215 800

Cacciatore, Sharen Robertson
Childhood Tales: Selected Children's Stories.
PUB DATE- 96
NOTE- 27p.; For use with "Story Train," see ED 398 560.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Writing; Class Activities; *Creative

literature. The fourth edition of the book features 30 boxed inserts containing essays by some of the best known young adult writers; a treatment of multicultural literature; a new chapter on teaching literature in high-school English classes; and a discussion of whole language instruction. Chapters in the book are (1) Young Adults and Their Reading; (2) Literary Aspects of Young Adult Books; (3) The New Realism: Of Life and Problems; (4) The Old Romanticism: Of Wishing and Winning; (5) Sports, Adventures, Mysteries, and the Supernatural: Of Excitement and Suspense; (6) Fantasy, Science Fiction, Utopias, and Dystopias; (7) History and History Makers: Of People and Places; (8) Nonfiction Books: Of Interesting Information; (9) Poetry, Short Stories, Drama, and Humor: Of Lines and Laughs; (10) Evaluating, Promoting, and Using Young Adult Books; (11) Literature in the English Class: A Few Words about Teaching; (12) Censorship: Of Worrying and Wondering; and (13) A Brief History of Adolescent Literature. Appendixes present book selection guides and some outstanding books and articles about young adult literature. Individual chapters contain references. (RS))

ED 406 695 CS 215 837

Greenberg, Eileen
Utilizing Visual Literacy Techniques in a Modified Writing Workshop.
PUB DATE- 23 Mar 97
NOTE- 126p.; A final report for Master of Science degree, M.A. Project, Nova Southeastern University. Teacher-made drawing is in color and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Writing; Class Activities; Community Colleges; English Instruction; Freshman Composition; Proofreading; Self Esteem; Student Attitudes; Student Improvement; Teacher Role; Two Year Colleges; *Visual Stimuli; *Writing Attitudes; Writing Improvement; Writing Processes; *Writing Workshops
IDENTIFIERS- Florida (Southeast)

A program was developed and implemented for use with college freshmen at a community college in southeast Florida whose entrance examination scores fell below the acceptable range for admission into a regular English classroom. These students lacked an adequate background in basic English language skills, had an insufficient understanding of the writing process, and demonstrated meager self confidence in their writing ability. The goal of the program was to implement a modified writing workshop, using visual stimulus to encourage topic development, drafting, revision, and proofreading as part of the writing process. Objectives were for 80% of the 16 students to increase their scores (1) by 3 points on topic and paragraph coherency tests; (2) by 6 points on drafting and revision tests; (3) by 6 points on proofreading tests; and (4) to increase their writing scores by 2 points (as measured by a scoring rubric); and (5) to show a more positive attitude toward writing. The target group was required to participate in a visually enhanced writing workshop and to produce five completed papers in addition to the course requirements. Objectives 1, 2, and 5 were met with 80% of the target group demonstrating significant improvement; objective 3 resulted in 56% of the group showing improvement, while objective 4 effected a 62.5% increase. In on political issues and Presidential policies. Overall, the C-SPAN website offers a good starting-point for anyone interested in researching issues and personalities associated with the American political system. The expansion of the Internet and the World Wide Web provides students and researchers of all stripes with information and news pertaining to a plethora of issues--it is clearly possible for students and other researchers to conduct political research on the Internet. (Contains 10 references.) (NKA)

ED 406 714 CS 509 503

Jameson, Jessica Katz
Why Managers "Can" Mediate: A Re-Examination of the Literature on Managerial Third Party Intervention.
PUB DATE- Nov 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; Communication Research; Employer Employee Relationship; *Employment Problems; *Intervention; Leadership Styles; Literature Reviews; Models; *Organizational Communication; Professional Training
IDENTIFIERS- *Conflict Management; *Managerial Communication; Research Suggestions; Third Party Evaluation; Transformational Leadership

While the research on managerial third party intervention recommends that managers use a mode of intervention that allows disputants to maintain control of decisions, or mediation, it simultaneously concludes that these models are difficult for managers to follow within the restrictions of their managerial role. The paper argues that the research leaves managers wanting for normative guidelines for successful intervention and presents a model of conflict intervention training emphasizing that when a transformational leadership style is used, managers can successfully adopt mediation as it becomes an extension of their everyday goals of fostering employee growth and development. It is concluded that the model must be tested in the workplace to avoid receiving criticism. It is suggested that another area demanding extension and exploration is the identification of the types of informal disputes managers and employees face and the interventions that are most successful in each case. It is also concluded that research providing empirical data demonstrating the impact of traditional vs. transformative mediation is crucial to determining the value of training in this arena. Contains a figure outlining intervention training and 30 references. (Author/NKA)

ED 406 715 CS 509 506

Vartabedian, Robert A.; Vartabedian, Laurel Klinger
The Role of the Reviewer and Other Ethical/Logical Considerations: A Rejoinder to Paul Harper.
PUB DATE- 85
NOTE- 6p.; Originally published in Journal of the Oklahoma Speech-Theatre-Communication Association, Fall 1985.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

relative to the size of the economy. The brief focuses on enrollment shifts, changes in spending, growth rates, and fiscal impacts. The data show that special education programs appear to have consumed a disproportionate share of new education resources and that education expenditures vary widely across states. The outlook for the future is continued but moderately slowing growth and a shift in enrollment pressure from elementary to secondary schools. Other issues that will affect education--special education, price increases, teacher retirements, higher education standards, a longer school year, capital needs, and technological advancement--will lead to higher costs for education, suggesting continued pressure on education budgets. A sidebar describes changing school district resource allocations in New York State. Contains 6 figures, 6 tables, and 23 endnotes. (LMI)

ED 406 736 EA 028 301

Promoting Safe Schools: Presenting the Results of the 1995-96 California Safe Schools Assessment.
PUB DATE- Mar 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Crime; *Crime Prevention; Elementary Secondary Education; Illegal Drug Use; *School Safety; *School Security; *State Programs; Tables (Data); Vandalism; Violence
IDENTIFIERS- *California Safe Schools Assessment

The school's responsibility is to provide an effective learning environment for students to achieve academic success. The California Safe Schools Assessment (CSSA) collects data on individual incidents of school crime from all California public schools and county-operated education programs. The California Department of Education strongly discourages comparisons between or among school districts and county offices of education (COE's). This handbook presents data on school incidents reported during 1995-96 from the four major crime categories--property crimes, crimes against persons, drug and alcohol offenses, and other. Some of the highlights include the following: (1) Property crimes were the most common crimes affecting California schools, representing 34 percent of all crimes reported and an incident rate of 4.9 per 1,000 students; (2) vandalism was the most commonly reported incident in the property-crimes category with an incident rate of 1.7 per 1,000 students; (3) crimes against persons represented 28 percent of all reported crimes with an incident rate of 4.1 per 1,000 students; (4) drug and alcohol offenses represented 26 percent of all reported crimes with an incident rate of 3.8 per 1,000 students; (5) of the reported crimes against persons, 89 percent of the incidents involved no weapon; and (6) students were most often identified as the victims in the crimes-against-persons category (89 percent). Five recommendations are included. Two tables and five figures are included. Appendices contain copies of the school-crime reporting form and reference guide to crime definitions; information on grant programs for 1996-97 through the California Department of Education Safe Schools and Violence Prevention Office; and data for incident frequencies and crime rates by COE and by county. (LMI)

ED 406 737 EA 028 302

Guide for Program Quality Review: High School.

of Education and the Iowa Department of Education. The plan establishes four interrelated goals for education in Iowa. Part 1 establishes an overall goal for Iowa's education system--improved student learning, achievement, and performance. It also describes the changing economic, social, and technological conditions that create the need for continuous improvement in the education system. Part 2 establishes three goals for the State Board and the Department of Education that support the overall system goal. The second part also identifies the specific strategies by which the State Board and the Department should work to achieve the three goals. Part 3 describes the various indicators that will measure the progress being made in attaining the goals. (LMI)

ED 406 756 EA 028 326

Bobbett, Jacquline J.; Ellet, Chad D.
Equity and Excellence in America's Schools: The Case for "Learning Equity" and a Proposed Model for Analyzing Statewide Education Reform Initiatives.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Improvement; Educational Policy; Elementary Secondary Education; *Equal Education; Excellence in Education; Models; State Programs; Statewide Planning

As the 21st century approaches, the question about what the appropriate means and ends in education should be has become embedded within a larger societal concern for fostering greater equity and excellence. This paper raises a set of historical and contemporary issues related to understanding educational reform and school improvement within the larger context of enhancing educational equity and excellence in schools. It proposes arguments and provides examples to suggest that most large-scale, policy-based educational reform initiatives in American education have essentially failed and/or have failed to be maintained because of a lack of understanding of schools as complex organizations and sociocultural entities, failure to understand issues related to meaningful educational change, and faulty conceptions of the meaning of excellence and equity in education. The paper presents a perspective that defines equity and excellence in terms of the quality of actual teaching and learning processes at the classroom level (microanalysis) and at the individual school level (mesoanalysis). It offers the following working proposition: Future policy-based initiatives to enhance equity and excellence will only be sustained and successful to the extent that they are designed and primarily understood at the microanalysis level and secondarily at the mesoanalysis level. The paper presents two recent large-scale, policy-based reform initiatives targeting the enhancement of educational equity and excellence in Louisiana as problematic examples of faulty policy development and implementation. The paper concludes that the failures of many past reforms to enhance equity and excellence are tied to policy-analysis models that focus on macroanalysis concerns. One table is included. (Contains 38 references.) (LMI)

ED 406 757 EA 028 327

train the teachers that the teachers themselves are encouraged to use with their students. (DB) students. (DB)

ED 406 775 EC 305 468

Jones, Thomas W.
Teacher Trainees' Classroom Communication Preferences.
PUB DATE- Mar 97
NOTE- 7p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; *Classroom Communication; *Deaf Interpreting; *Deafness; Graduate Study; Higher Education; Masters Programs; *Preservice Teacher Education; Questionnaires; Sign Language; *Teacher Attitudes; Teacher Education Programs; Total Communication
IDENTIFIERS- *Gallaudet University DC

This study investigated the communication preferences of graduate students in the teacher education program in Deaf Education at Gallaudet University (District of Columbia). Thirty-seven (of 76) full-time students in the Master's program completed a questionnaire. Forty percent of the students were deaf or hard of hearing and 49 percent were students in their first year. The participants were asked to select among the following preferred classroom communication options: (1) voice-off signing, no interpretation; (2) voice-off signing, voice interpreter for those desiring it; (3) simcom, no interpretation; (4) simcom, parallel American Sign Language interpretation; and (5) voice only. Regardless of which of the five classroom communication situations were being considered, the student's hearing status, or stage in the program, the students indicated an overwhelming preference for voice-off signing without an interpreter and a consistent disdain for simcom. Among the conclusions of the study were the following: communication preferences are essentially the same for deaf and hearing students and for first and second year students; almost none of the students prefers voice-off signing for all classroom communication; most students do not see a need to accommodate different communication preferences, backgrounds, or needs; almost no students prefer simcom, especially with a parallel interpreter; and concerns about developing sign language skills outweigh concerns about missing course content. Implications for teacher preparation programs are drawn. (DB)

ED 406 776 EC 305 469

LaSasso, Carol J.; Mobley, Robert T.
Results of a National Survey of Reading Instruction for Deaf Students.
PUB DATE- Mar 97
NOTE- 9p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; *Deafness; Elementary Secondary

Student Materials.
PUB DATE- 93
NOTE- 202p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Techniques; Definitions; *Disabilities; Elementary Secondary Education; Foreign Countries; Inclusive Schools; Instructional Effectiveness; Learning Processes; Mainstreaming; Parent Teacher Cooperation; Preservice Teacher Education; School Community Relationship; *Special Needs Students; Student Evaluation; *Teacher Education; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- *UNESCO

This set of training materials is part of a UNESCO (United Nations Educational, Scientific, and Cultural Organization) project to help schools and teachers throughout the world respond to pupils with special needs. Four modules comprise the materials, which are designed to be appropriate as part of preservice training, an inservice workshop, or a school-based staff development program. Module 1, "An Introduction to Special Needs in the Classroom," covers principles of effective instruction and self-evaluation by the participant. Module 2, "Special Needs: Definitions and Responses," has units on defining special needs, the school role, inclusive schools, disabilities, attitudes to disability, perspectives on disability, integration, and needs of teachers. Module 3, titled "Towards Effective Schools for All," contains units on assessing and recording progress, making learning meaningful, changing practices, classroom factors, cooperative learning, structuring group activities, reading, and problem solving. The final Module, "Help and Support," covers the social climate of the classroom, problem behavior, peer tutoring, partnership teaching, sharing classrooms, the parent teacher relationship, community involvement, and cooperation with external agencies. Each module begins with study material to be read by course participants and then presents a variety of suggested activity units, usually involving active learning and group work. (DB)

ED 406 794 EC 305 495

Muskat, Lori R.; Redefer, Laurel A.
Pitfalls in Educational Programming for Autistic Children in the United States of America.
PUB DATE- Jul 96
NOTE- 41p.; Paper presented at the Annual World Congress of the International Association for the Scientific Study of Intellectual Disabilities (10th, Helsinki, Finland, July 8-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Autism; Classification; *Clinical Diagnosis; Definitions; Developmental Delays; *Educational Needs; Elementary Secondary Education; Inservice Teacher Education; *Intervention; Mainstreaming; Mild Disabilities; Student Characteristics; Student Needs; Symptoms (Individual Disorders); *Teacher Education; Teaching Methods
IDENTIFIERS- *Aspergers Syndrome; Individuals with Disabilities Education Act

approaches emphasize the need to: (1) make available a strong academic program that fosters success for all students in both general and special education; (2) develop methods for preventing students from experiencing academic or behavioral difficulties, identifying difficulties early, and problem solving when difficulties arise; (3) implement effective and appropriate special education policies and procedures for referral, assessment, eligibility, classification, placement, and re-evaluation; (4) increase the involvement of parents' families and the community in the education of their children; and (5) use a variety of community resources to enrich and expand effective educational programs, including the recruitment of teachers from culturally and linguistically diverse backgrounds. Part 2 is an annotated bibliography of print resources. Part 3 is a list of individuals who are knowledgeable about the presented topic areas. (Contains 145 references.) (Author/CR)

ED 406 811 EC 305 517

Sohn, Heekwon
What Should the "LRE" Standard Be?
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Court Litigation; Court Role; *Disabilities; Educational Legislation; Elementary Secondary Education; Federal Courts; Federal Legislation; *Inclusive Schools; Mainstreaming; Regular and Special Education Relationship; Standards; *Student Placement
IDENTIFIERS- *Individuals with Disabilities Education Act

This conference paper analyzes the least restrictive environment (LRE) provisions in the Individuals with Disabilities Education Act (IDEA) and reviews and compares the standards created by different Federal Circuit Court decisions on LRE. The following cases are analyzed: (1) Briggs v. Board of Education, which deferred to the public agency's discretion regarding LRE; (2) Board of Education v. Rowley, which created a four-factor test on the appropriateness of delivering related services; (3) Daniel R. R. v. State Board of Education, which requires a court to examine whether a public agency has taken steps to accommodate the child with a disability in a regular education classroom and, if the public agency is providing supplementary aids and services, whether its efforts are sufficient; and (4) the Rachel Holland case, which created a four-factor balancing test. The result of this analysis finds that the most appropriate LRE standard is the standard created by the Daniel R. R. case because it permits judicial involvement in LRE decisions, distinguishes LRE decisions from free appropriate public education decisions, adheres faithfully to the language of the IDEA and its implementing regulations, and considers appropriate factors. (Contains 16 references.) (CR)

ED 406 812 EC 305 518

deFosset, Shelley; And Others
Section 619 Profile. Seventh Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Nov 96

PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Classroom Communication; Classroom Techniques; *Language Role; Language Usage; Nonverbal Communication; Preschool Education; *Preschool Teachers; Second Language Instruction; Second Language Learning; *Second Languages; *Student Centered Curriculum; *Teacher Behavior; Teacher Evaluation

A study used the Preschool Teacher Verbal Behavior Index (PTVBI) to measure the extent to which classrooms were learner-directed or teacher-directed. The instrument can be used to help teachers learn the appropriate degree of control for different classroom situations and individual learner needs. Verbatim teachers statements are categorized as reflecting, information, guidance, encouraging, neutral, praise, limit-setting, directive, or intervening. Four classrooms were observed for 20-minute periods every other week for 16 weeks. Teacher statements were recorded and coded, and non-verbal interactions (gestures, tone of voice) were also noted. Distribution of teacher statements among the nine categories was analyzed. Results indicate one teacher was learner- centered, one teacher-centered, and two slightly more learner- centered than teacher-centered. In addition, one child with limited English skills in each class was observed, and it was found that of these, the children making the most statements and showing the most language growth were in the learner-centered classrooms. It is concluded that the PTVBI is useful in studying classroom communication. Contains 21 references. (MSE)

ED 406 832 FL 024 485

Tamada, Yutaka
How Should We Teach Japanese Learners the Present Perfect?
PUB DATE- 21 Jan 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Concept Formation; Educational Strategies; *English (Second Language); Foreign Countries; High School Students; High Schools; *Language Patterns; Learning Processes; Second Language Instruction; Second Language Learning; *Tenses (Grammar); *Verbs
IDENTIFIERS- *Aspect (Verbs); Japanese People; *Present Perfect Tense

The teaching of English present perfect tense to Japanese learners of English as a second language at the high school level is discussed, focusing on how this is currently done and how it could be done better. It is suggested that the greatest problem encountered by Japanese learners of English is aspect, and that students must dissect their own native grammar to understand the English present perfect tense. Generally, Japanese learners of English are taught the present perfect in their third year of study, in junior high school, at which point all tenses learned previously corresponded roughly to tenses in Japanese, and addition of aspect is confusing. Traditionally, the present perfect tense is simplified to make

IDENTIFIERS- Checking Accounts; Classified Advertising; *Social Security

The lessons are designed to give newly-arrived, limited-English-proficient Cambodian immigrants to the United States linguistic and practical skills for gaining employment. An introductory section, in both English and Cambodian, outlines the origins and design of the materials. Ten lessons follow, each accompanied by a teacher's guide giving an overview, key work list, and suggestions for classroom procedures. The lessons, primarily in English, contain a list of objectives, a list of key words with Cambodian translations and context sentences, text on the topic, phrases to be used for discussion, and exercises. Lesson topics include: the job search (help-wanted ads and signs, employment agencies, networking through friends and family, writing letters, using the telephone); Using the want-ads; filling out a job application; writing business letters (application, cover, inquiry, thank-you); writing a resume; the job interview; Social Security and the W-4 form; reading the W-2 statement; reading a paycheck; and using and reconciling checking accounts. An answer key and bilingual English-Cambodian glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 852 FL 801 137

Thuy, Vuong G.
10 Lessons of Pre-Employment Skills for ESL Students, with a Bilingual English-Laotian Glossary and a Teacher's Guide (Upgraded Version).
SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 149p.
LANGUAGE- English; Lao
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acculturation; Banking; Business Communication; *Communication Skills; *Daily Living Skills; English (Second Language); Glossaries; Immigrants; Interviews; Job Application; *Job Search Methods; Lao; *Laotians; Letters (Correspondence); Literacy Education; Newspapers; *Payroll Records; Records (Forms); Resumes (Personal); Second Language Instruction; Taxes; Telephone Usage Instruction; Uncommonly Taught Languages; *Vocational English (Second Language); Writing Skills
IDENTIFIERS- Checking Accounts; Classified Advertising; *Social Security

The lessons are designed to give newly-arrived, limited-English-proficient Laotian immigrants to the United States linguistic and practical skills for gaining employment. An introductory section, in both English and Lao, outlines the origins and design of the materials. Ten lessons follow, each accompanied by a teacher's guide giving an overview, key work list, and suggestions for classroom procedures. The lessons, primarily in English, contain a list of objectives, a list of key words with Lao translations and context sentences, text on the topic, phrases to be used for discussion, and exercises. Lesson topics include: the job search (help-wanted ads and signs, employment agencies, networking through friends and family, writing letters, using the telephone); Using the want-ads; filling out a job application; writing business letters (application, cover, inquiry, thank-you); writing a resume; the job interview; Social Security and the W-4 form; reading the W-2

IDENTIFIERS- Maryland

This publication contains 25 papers from a conference on defining quality higher education. Opening sections cover the conference program and members of the conference's steering committee. A representative sampling of papers includes the following: "The College Student Experiences Questionnaire: A Follow-Up Study of Academic and Social Skills Development" (Karen Bauer); "Variations in the Personal Goals of College Freshmen and in the Goals of Different Freshman Classes" (David Brodigan and Larry Litten); "Risky Practices, Gender and Power: A Study of Heterosexual College Students" (Jennifer A. Brown); "A Financial-Risk Indicator Model: The Ability to Predict Attrition and the Ability to Pay" (David J. Costello); "Validity of Admission Characteristics in Predicting Performance in Academic Coursework" (Anne M. Delaney); "Integrating Strategic Planning and Facilities Planning in a Comprehensive Public University" (Louis Fabian); "High School Graduates: What Do You Do With the Data" (Katherine Holsworth and John Jacobsen); "College Women's Performance in a Math-Science Curriculum: A Case Study" (Elizabeth Johnson); "A Comparison of Influences on Grading Practices of Faculty at Two-Year and Four-Year Institutions" (Thomas P. Judd); "Predictors of Retention for Community College Students: Student and Program Characteristics" (Kathleen Keenan); "Tracking Student Transfers: The Perils and Pitfalls of Complying with the New Student Right-To-Know Act (PL 101-542)" (Marcia Lee); "Developing A Comprehensive Data Base for Assessing Faculty Productivity" (Michael Middaugh); "Exploring College Environment and Affective Change" (Eva Nance); "Inputs and Environment: Keys to College Outcomes" (Joseph Pettit); "Completers' Perspectives of Their Higher Education Experiences" (Rocco Russo and Kathleen Doran-Norton); "Marketing and Development: Implementing Bachelor Degree Program at a Two-Year Institution" (Suzanne Szydlik and David Costello); "New Standards for Accreditation: Implications for Institutional Research" (Dawn Terkla); "How Valid is Self-Reported Financial Aid Information?" (Dale Trusheim); "Differences and Similarities Between Native and Transfer Students: CSU Surveys of the Class of 1990" (Dawne Vogt); and "School Visits--Still an Effective Marketing Tool?" (David Weir). Later sections list North East Association for Institutional Research members and offer a subject index. Each paper includes references. (JB)

ED 406 870 HE 029 979

Nettles, Michael T.; Perna, Laura W.
The African American Education Data Book. Volume I: Higher and Adult Education. Executive Summary.
PUB DATE- 97
NOTE- 30p.; For the complete report summarized here, see HE 029 980.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Adult Education; Affirmative Action; *Black Achievement; *Black Institutions; College Admission; College Choice; Educational Background; Educational Mobility; *Educational Opportunities; Equal Education; *Equal Opportunities (Jobs); Graduate Study; Higher Education; Majors (Students); Minority Groups; Nondiscriminatory Education; Racial Integration; *Racially Balanced Schools; School Demography

ED 406 888 HE 030 046

Gallego, Juan Carlos
The Structure of the Office Hour Consultation: A Case Study.
PUB DATE- 92
NOTE- 61p.; For related documents, see HE 030 044-045.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Content Analysis; Higher Education; *Interaction Process Analysis; Teacher Student Relationship; *Teaching Assistants; *Verbal Communication
IDENTIFIERS- *Conversational Analysis; Office Hours

This study examined the office hour consultation between teaching assistants (TAs) and undergraduates from the participants' viewpoints. A total of 40 consultations involving five TAs from the economics department of a major American university were videotaped and transcribed. After dividing the consultations into three sections, namely initiating business, conducting business, and finishing business, a detailed interactional analysis of each section in a selected number of consultations was carried out. It was found that the initiating business stage is student-dominated, with students expressing their needs, identifying the business of the consultation, and providing background, and with TAs and students negotiating the encounter. In the conducting business stage, the TAs dominate the process to either initiate an explanation sequence or to continue probing the student in order to better identify the problem that brought the student to the consultation. In the finishing business segment, it is the student who indicates that the consultation is over, while the TA may choose to offer some advice or to improve the tone of the consultation. Two appendixes provide transcript notation symbols and selected transcripts of the consultations. (Contains 17 references.) (MDM)

ED 406 889 HE 030 047

Chief Executive Compensation and Benefits Survey 1995.
SPONS. AGENCY- American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 96
NOTE- 132p.; For previous edition, see ED 379 995.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *College Presidents; *Compensation (Remuneration); *Employment Practices; *Fringe Benefits; Higher Education; National Surveys; *Personnel Policy; Profiles; Retirement Benefits; *Salaries; Tables (Data)

This report provides data on salaries, benefits, and perquisites commonly included in the total compensation packages available to higher education chief executives, along with data on employment policies and practices. It is based on a survey of 916 institutions representing all segments of higher education. Data are presented in 141 tables under the following categories: (1) chief executive compensation; (2) group and retirement benefits; (3) perquisites; (4) involuntary separation policies; (5) profile of chief executives; (6) recruiting/relocation policies and practices; (7) employment parliamentary procedures for conducting an effective meeting, and an overview of management skills. In the productivity phase, the minority networking milieu should endeavor to destroy the stereotypes that hinder acceptance into the mainstream of academic life at white colleges. (Contains 11 references.) (MDM)

ED 406 908 HE 030 082

Trice, Andrea G.; Dey, Eric L.
Trends in Faculty Teaching Goals: A Longitudinal Study of Change.
PUB DATE- 96
NOTE- 21p.; Paper presented at the Annual Conference of the Association for the Study of Higher Education (21st, Memphis, TN, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; *Educational Attitudes; *Educational Objectives; *Educational Trends; Higher Education; Longitudinal Studies; National Surveys; Student Educational Objectives; Teacher Attitudes
IDENTIFIERS- Faculty Attitudes

This longitudinal study examined changes in teaching goals over the past 2 decades. It reviewed data on trends in teaching goals obtained from national surveys of faculty conducted in 1968 by Platt, Parsons, and Kirschstein (3,045 respondents), in 1972 by the American Council on Education (42,000 respondents), in 1984 and 1989 by the Carnegie Foundation for the Advancement of Teaching (5,000 respondents each), and in 1989 and 1992 by the Higher Education Research Institute (approximately 30,000 respondents each). It was found that the goals "develop the ability to think clearly," "prepare students for employment after college," "prepare students for graduate studies," and "provide for students' emotional development" were fairly stable over the 24 years covered by the surveys. Goals were also stable over time when compared by institutional type, although support for preparing students for employment after college grew at liberal arts and comprehensive institutions in the late 1980s and fell at research and two-year institutions. The results indicate a growing divergence between the relatively stable goals of faculty and the changing goals of students, who are placing more emphasis on practical training and job preparation. (Contains 24 references.) (MDM)

ED 406 909 HE 030 083

Perry, Raymond P., Ed.; Smart, John C., Ed.
Effective Teaching in Higher Education: Research and Practice.
PUB DATE- 97
NOTE- 452p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *College Faculty; *College Instruction; College Students; *Educational Research; Higher Education; Instructional Effectiveness; Research and Development; Research Utilization; Student Evaluation of Teacher Performance; Student Motivation; *Teacher Effectiveness; Teacher Improvement; Theory Practice Relationship

This collection of 12 essays provides an overview of research on effective teaching in higher education. It includes: (1) "Perceived Control in College Students: Implications for

The annual review of the activities of the Colorado Commission for Achievement in Education found that the primary focus of the Commission's activities during 1996 was a study of graduate education, and to this end a task force on graduate research and education was created to study issues related to current basic and applied research at graduate institutions in the state; the task force's final recommendations are due in June 1997. The Commission also recommended support for a bill that would allow certain tax deductions under an approved prepaid tuition plan. Other actions included: a recommendation to implement a statewide assessment program of standards-based education; a recommendation of a task force on special education personnel for changes in licensure requirements for occupational and physical therapists and school nurses; and recommendations of another task force for increased community involvement in education through formation of local partnerships, increased emphasis on early childhood and adult education, and the use of technology to link communities, maximize resources, and improve access. Appended to the report is a list of committee hearing dates, a list of additional materials available, and a copy of the proposed tax bill. (CH)

ED 406 930 HE 030 105

Graduate Education Report.
PUB DATE- Oct 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Doctoral Degrees; Educational Finance; *Expenditure per Student; *Graduate Study; Higher Education; In State Students; Out of State Students; Paying for College; Professional Education; Program Costs; State Aid; State Colleges; *State Departments of Education; State Universities; Tuition; Undergraduate Study
IDENTIFIERS- *Colorado

This report presents information about graduate education at eight state-funded institutions in Colorado: the University of Northern Colorado, the Colorado School of Mines, Colorado State University, the University of Southern Colorado, Adams State College, the University of Colorado (Boulder), the University of Colorado (Colorado Springs), and the University of Colorado (Denver). The report notes that: (1) graduate education is a small proportion of the educational effort at most of these institutions; (2) costs per student are lowest at institutions offering no doctoral degrees, with educational costs primarily driven by faculty time and compensation; (3) most in-state graduate students pay about 30 percent of costs, while nonresidents pay more than 100 percent; (4) cost differences between graduate and undergraduate courses exceed the difference in tuition rates; and (5) state support for these institutions covers about 70 percent of costs for undergraduate and graduate resident students. Tables and data provide detailed institutional profiles and cost and tuition revenue summaries. Appended are 20 additional tables presenting detailed data on costs and revenues, methodology, graduate degree programs, and graduate student financial support. (CH)

ED 406 931 HE 030 107

Grollino, Elizabeth; Velayo, Richard S.
Gender Differences in the Attribution of Internal Success among

monitoring the ongoing activities of 39 professions regulated and licensed by the state, and offering guidance on policy and funding to the state's library network. It includes information on: (1) higher education budget and legislative initiatives at 36 public community colleges, the City University of New York the State University of New York, and numerous independent colleges and proprietary schools to which it distributes direct aid; (2) student financial aid; and (3) access programs, including a post-secondary opportunity program, a library partnership program, a teacher opportunity corps, a science and technology entry program, and a Native American student aid program. The report also summarizes activities related to licensed professions, libraries, and public broadcasting. Appendixes list professions licensed by the state, and summarize action on 1995 legislative bills. (CH)

ED 406 950 HE 030 127

Eggleston, John; Klein, Gillian
Achieving Publication in Education. Warwick Papers on Education Policy, No. 7.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Faculty Publishing; Foreign Countries; Higher Education; Professional Development; Publications; *Publish or Perish Issue; *Publishing Industry; *Scholarly Journals; Writing (Composition); *Writing for Publication; Writing Improvement; Writing Skills; Writing Strategies

This guide to academic publishing is intended to provide practical help to professionals working not only at the university level but also to teachers in schools and to researchers. It is concerned with writing for publication, and offers advice on content, style, choice of publication, submissions, refereeing, citations, editorial decisions, and the other factors that influence success or failure. Chapter 1 considers how to select a subject for writing. Chapter 2 0is on writing for professional journals and discusses selecting a journal and/or publisher, meeting each journal's standards and style requirements, and joint authorship. Chapter 3 is on submission processes (acceptance, a critique with suggested revisions, and rejection) and includes a brief discussion on practitioners' journals. Chapter 4 is on writing an entire book. This chapter stresses the importance of finding a publisher before writing the book, submission strategies, dealing with publishers, the publishing process, selecting a title, coauthored works, and indexing. The final chapter suggests ways to exploit the writing project. (Contains 15 references.) (CH)

ED 406 951 HE 030 128

Linder, Fredric; Janus, Charles E.
The Relationship of Locus of Control to Academic Performance among Dental Students.
PUB DATE- Feb 97
NOTE- 9p.; Paper presented at Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 13p.; For the other phases of this study, see IR 018 319-322; for the 1984-1992 summary report, see ED 348 951; for the 1989-1992 study, see IR 018 323-328.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Educational Finance; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; *Formative Evaluation; Program Evaluation; State Aid; State Legislation; *State Programs; *Summative Evaluation
IDENTIFIERS- *California Educational Techn Assessment Prog

This introduction to Phase II, of a four-phase study, provides information on the background of the California Educational Technology Assessment Project (CETAP), the legislative history and rationale for the study, and the general evaluation plan. Phase II presents an in-depth formative and summative assessment of six major programs funded by AB 1470--the Farr-Morgan-Quackenbush Educational Technology Act of 1989. The six programs studied in this phase are: (1) the first year of schools receiving School-Based Educational Technology Grants; (2) Model Technology Schools (Level I); (3) Level II Model Technology School Projects; (4) Instructional Television Regional Agencies; (5) Software Development Projects; and (6) the California Technology Project and its regional consortia. Six priorities for the evaluation of the educational technology programs included: site-based technology use planning; level of implementation; curriculum support and alignment; staff development; learning resources management; and evaluation and accountability. It is noted that the data gathered for the study were concerned with the cost-benefits of each program; the extent to which program objectives and activities were implemented; the extent of integration and support of the curriculum frameworks; the influence of the programs on school planning for technology use; the coordination of projects with existing programs and resources; and the impact of projects on students, staff, and instructional programs. (Contains 78 references.) (AEF)

ED 406 969 IR 018 321

The Analysis of the Impact of California Educational Technology Regional and Local Assistance Programs. Phase III of the Comprehensive Study of Educational Technology Programs Authorized from 1984-1992.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 80p.; For the other phases of this study, see IR 018 319-322; for the 1984-1992 summary report, see ED 348 951 for the 1989-1992 study, see IR 018 323-328.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Formative Evaluation; Local Issues; Program Evaluation; Regional Programs; *State Programs; *Summative Evaluation
IDENTIFIERS- *California Educational Techn Assessment Prog

This report on Phase III, of a four-phase study, provides an analysis of the impact of California Technology Assistance Programs. The first section of this report provides the background of the California Educational Technology Assessment

NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Activism; Adult Education; Affirmative Action; *Employed Women; *Labor Demands; Labor Education; Labor Force; *Labor Relations; *Nontraditional Occupations; Quality of Working Life; Union Members; *Unions; Work Environment

This book recognizes 11 women who helped to build the U.S. labor movement. In chapters based on oral history interviews, they tell stories illustrating the turmoil, hardships, and accomplishments of thousands of other union women activists. Chapter 1, "An Overview: And Not Falling Out," describes individual differences, connecting themes, and collective lessons. Titles and subjects of chapters 2-12 are as follows: "Equal Is Equal, Brothers"--Lillian Herstein, American Federation of Teachers; "First a Troublemaker, Then a Troubleshooter"--Carmen Lucia, United Hatters, Cap, and Millinery Workers International Union; "You Can't Giddyup by Saying Whoa"--Esther Peterson, Amalgamated Clothing Workers of America; "We Did Change Some Attitudes"--Maida Springer-Kemp, International Ladies' Garment Workers' Union; "Forty Years I'm Secretary-Treasurer of the Local"--Mary Callahan, International Union of Electrical Workers; "The Challenge Is Still There"--Ah Quon McElrath, International Longshoremen's and Warehousemen's Union; "Sometimes You Have to Rock the Boat"--Dorothy Haener, United Auto Workers; "The Vote Does Make a Difference"--Fannie Allen Neal, Amalgamated Clothing Workers of America; "Just Sign a Contract and You Can Call Me Anything"--Jessie De La Cruz, United Farm Workers of America; "Somebody Has to Have the Guts"--Catherine Conroy, Communications Workers of America; and "People in the Plant Looked on Me as a Fighter"--Alice Peurala, United Steelworkers of America. A postscript provides a union update. Appendixes include notes, 113-item bibliography, and index. (YLB)

ED 406 522 CE 073 721

Mogensen, Vernon L.
Office Politics: Computers, Labor, and the Fight for Safety and Health.
PUB DATE- 96
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Cancer; *Employed Women; *Federal Government; Government Role; *Labor Standards; Occupational Diseases; *Occupational Safety and Health; Office Occupations; Office Occupations Education; Physical Health; Safety Education; Sex Fairness; Technological Advancement; *Video Display Terminals; Vocational Education; *Work Environment

This book explains how the use of video display terminals (VDTs) has been detrimental to women in the work force and has led to widespread health and safety problems. Chapter 1 discusses the development and scope of occupational illnesses associated with VDT work. Chapter 2 analyzes the power relationship between labor and capital in the office that produced the hazards of VDT work. The subject of Chapter 3 is organized labor's largely unsuccessful attempts to organize female office workers and negotiate occupational safety and health agreements with business. Chapter 4 shows how cooperation with the corporate media helped the computer industry get its message out. Chapters 5 and 6 discuss how both corporate and governmental

Pre-Engineering Program. Introduction to Engineering. Advanced Engineering.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Behavioral Objectives; *Competence; Competency Based Education; Course Content; Course Descriptions; *Educational Resources; Engineering Education; High Schools; Integrated Curriculum; State Curriculum Guides; Technical Education; Vocational Education
IDENTIFIERS- Virginia

This guide contains information and hands-on activities to guide students through the problem-solving process needed in engineering (problem solving, presentation, and impact analysis) and information to help the instructor manage the program or courses in Virginia. Following an introduction, the guide contains a program description that supplies the following: Classification of Instructional Programs (CIP) code, suggested grade level, prerequisites, approved courses, and information on program implementation, completer options, and related postsecondary courses of study. The two courses in the program--introduction to engineering and advanced engineering--are presented separately. Each course has its own course description, task list, course outline, and instructional framework pages. Each course section includes a series of instructional framework pages divided into concept areas. Each page provides a state-validated task and competency, an assessment standard, and several objectives or activities designed to help students to achieve the competency. Each concept area concludes with a page that suggests the following instructional resources: equipment and materials, printed references, and audiovisual aids. Nine appendixes provide lists of additional resources: information and resources containing 18 general reference books, 20 magazines, 33 booklets and catalogs, 15 computer software, interfacing and applications, 18 films and videotapes, 29 math, science and technology resources, and 12 speakers, tours, and resource persons; information on organizing advisory committees; career slide and tape presentations; library book orders; engineering projects and case studies; reference materials for students; evaluation techniques; professional and technical societies and student associations; and laboratory facilities and equipment. (KC)

ED 406 540 CE 073 766

Business and Marketing Cluster. Task Analyses.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.; Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 322p.; Developed by Central Virginia Community College and Tidewater Community College.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Behavioral Objectives; *Business Education; Community Colleges; *Competence; Competency Based Education; Evaluation Methods; High Schools; Learning

support conversion goals; setting realistic time frames; tailoring project services to firms' needs and conversion goals; balancing public and private sector roles; developing collaborative partnerships between management and workers; providing applied training of sufficient intensity; selecting trainees based on strategic business needs; and establishing an appropriate mix of specific technical skills and generic high-performance work organization skills. (Appendixes constituting approximately 50% of this document contain profiles of the nine projects testing the dislocation aversion approach and fact sheets for six additional DCA projects.) (MN)

ED 406 558 CE 073 815

Responses to Defense Cutbacks: The Worker Mobility Approach. Research and Evaluation Report Series 97-D.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- 97
NOTE- 203p.; For related reports, see CE 073 812-814.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Case Studies; Community Planning; Cooperative Planning; Delivery Systems; Demonstration Programs; *Dislocated Workers; Economic Development; Local Issues; *Occupational Mobility; Prevention; Private Sector; Program Effectiveness; Public Sector; *Retraining; Structural Unemployment; Underemployment
IDENTIFIERS- *Defense Workers; Job Training Partnership Act 1982 Title III

Of the 19 projects conducted as part of the Defense Conversion Adjustment (DCA) Demonstration administered by the U.S. Department of Labor's Office of Work-Based Learning, 8 tested the worker mobility approach. The projects, which shared the common goal of helping dislocated defense workers find high-quality jobs, tested one or more of the following strategies: service to increase employability, training for specific occupations, and support for new business start-ups or "spinoffs." Projects provided one or more of the following: basic readjustment services; support services; and training in general, specific occupational, and/or entrepreneurial skills. Among the factors identified as critical to the effectiveness of the worker mobility approach were the following: setting realistic project goals/objectives grounded in known labor market conditions; building on existing services; working with organizations outside the employment and training community; forecasting target populations accurately; adjusting outreach strategies to changing conditions; improving/enhancing traditional job training; developing new models for basic readjustment services; providing support services; matching services with local labor market realities; identifying emerging occupations and growth areas/future labor needs in conjunction with regional economic planning; and using linkages with existing businesses to help entrepreneurs. (Appendixes constituting approximately 50% of this document contain profiles of the eight projects testing the occupational mobility approach and fact sheets for five additional DCA projects.) (MN)

ED 406 559 CE 073 816

Feilner, Veronica; Robling, Jeannine
Health Care Assistant Core. Instructor Manual.

PUB DATE- Apr 97
NOTE- 68p.; Cover title includes: "What manufacturing workers need to know and be able to do..."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Blueprints; Business Administration; Communication Skills; Competence; Competency Based Education; Computer Literacy; *Educational Needs; *Employment Qualifications; Instructional Development; Job Skills; Job Training; Manufacturing; *Manufacturing Industry; Mathematics Skills; Models; National Programs; Occupational Safety and Health; Personnel Management; Problem Solving; Program Development; *Skilled Occupations; Standards; Study Skills; Systems Approach; Teamwork; *Training Objectives; *Vocational Education
IDENTIFIERS- *High Performance Work Organizations; *National Standards; Quality Assurance

This document presents and discusses the national skill standards for advanced high-performance manufacturing that were developed during a project that was commissioned by the U.S. Department of Education. The introduction explains the need for national skill standards. Discussed in the next three sections are the following: benefits of national skills standards to educators, individual workers, students, parents, and other community members; scenario for using skill standards; and procedures for using skill standards for purposes of manufacturing process improvement, current employee training/development, new employee hiring, skills standards identification/development, job skill profile development, and skill match gap analysis. In the longest section of the document, the 210 national skill standards developed are listed by the following categories: communication and teamwork; math and measurement; workplace safety and health; problem solving; quality assurance; blueprint reading; manufacturing fundamentals; business planning and operation; computer use; process control and improvement; work force issues; workplace skills; and learning skills. Concluding the document are background information on the project to develop the standards and lists of the project committee members and individuals and organizations providing information/input during the standards' development. A skills standards framework is appended. (MN)

ED 406 578   CE 073 861

Ohio Job Training and Workforce Development Programs--Administrative Consolidation. Staff Research Report No. 144.
PUB DATE- Aug 96
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; Comparative Analysis; Coordination; Educational Change; Educational Policy; Federal Legislation; *Job Training; *Labor Force Development; *Program Administration; Public Policy; State Legislation; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Ohio; *Program Consolidation

Ohio's state-operated/state-supported job training and work force development programs were reviewed in response to a legislative mandate calling for development of a plan for administrative consolidation of those programs under the control of a single state agency. The review included examination of the following: history of federal and Ohio job training and work force development initiatives; state-level administrative reform significant part, to the growth of managed care. More importantly, school psychology is now, and will increasingly be, influenced by changes in schooling itself that promise to re-design American education from the bottom-up. In light of these education and health care changes, it is proposed that school psychology reinvent itself as a broader discipline, formally encompassing the full range of psychological issues in education including the health care of students, the psychology of learning and teaching, and the social life of schools. The name "school psychology" is seen as too restrictive; to capture this broader definition as well as the "caring" aspect vis-a-vis both education and health, the term "educare psychology" is proposed. This new title would incorporate educational aspects of counseling, family, health, and educational/instructional psychology. In addition to the title change and role expansion, other recommended changes are to: (1) eliminate or reduce dramatically a host of questionable items in the training of new educare psychologists (such as projective techniques, intelligence testing, and psychodynamic psychology); and (2) adapt to the slow demise of public schooling as it is currently known. (JBJ)

ED 406 597 CG 027 470

Talley, Ronda C.
Excellence, Relevance, and Passion: The Motive Power for Indispensability.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p35-39; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Attitudes; *Counselor Characteristics; Elementary Secondary Education; Personality Traits; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; *Self Efficacy; Self Esteem

Psychologists learn early that the first place it is necessary to establish consistency of values is within the self. This foundation is a necessary condition to becoming an indispensable psychologist. Three ingredients to professional indispensability in psychology are excellence, relevance, and passion. Combine these with motive power (the drive to act in a manner consistent with internal values and standards) and one forms the indispensable psychologist. For psychologists, excellence may be defined as the possession of knowledge in combination with the well-refined abilities to apply scientifically sound theories and interventions in schools and communities as well as with students, school personnel, and parents. Life-long learning, referral skills, and teaming are all part of excellence. Relevance refers to the degree of fit between what school psychologists do well and what is needed by consumers of services. Indispensable psychologists, who strive to provide relevance and excellence, desire and need the color that passion brings to their life work. Passion is an essential ingredient to great actions, which may take many forms. Motive power is the ability to combine excellence, relevance, and passion into action. Motive power indicates the ability to move, and to act with strength and conviction based on abilities, standards, and values. (JBJ)

Intervention for Fun and Profit.
PUB DATE- 96
NOTE- 5p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p143-46.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crisis Intervention; *Educational Planning; Elementary Secondary Education; Health Promotion; *Policy Formation; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; *Strategic Planning

One of the first steps psychologists can take toward making themselves indispensable in the schools is to actively participate in the planning, implementation, and evaluation of crisis intervention teams. Unless effective crisis intervention strategies are instituted, the educational process comes to a standstill. School psychologists need to play a key role at the district level in developing the very important policies and procedures that will assist schools with restoring equilibrium following a traumatic event and by being involved with the development and operation of district/school site crisis teams. Preparation for crises is a process, not an event. Information needs to be gathered from many sources, and then tailored to fit a particular community, district or school. However, there are a number of basics that need to be considered when developing crisis intervention or emergency plans. In districts that have inadequate or nonexistent plans, school psychologists can provide an invaluable service by proposing the establishment of a District Crisis Committee to develop a district plan for crisis intervention. Four functions and five considerations of a District Crisis Committee are examined. Eleven principles of psychological first aid and 10 suggestions for how parents can help their children following a crisis are provided. (JBJ)

ED 406 616 CG 027 489

Young, Karen A.; And Others
Making Psychology in the Schools Indispensable: Our Role in Crisis Intervention.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p 147-52; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Crisis Intervention; Educational Planning; Elementary Secondary Education; Health Promotion; Policy Formation; *Prevention; *Professional Development; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; Strategic Planning

Today, school personnel and students are exposed to an increasing number of tragic events. Psychologists have the opportunity to become the architect, initiator, trainer, service provider, and principal's advisor for crisis situations in the schools. For psychologists to become indispensable in the schools their roles can no longer be limited to assessment and identification of students in need of special education services, helping

The book "Productive Thinking", by Gestalt psychologist Max Wertheimer, was published over 50 years ago, yet it continues to wield influence. The book's argument on productive thinking, and why it is still relevant today, are the focus of this paper. Productive thinking involves going from a situation of bewilderment or confusion about some issue to a new state in which everything about the issue is clear. The process involves a kind of reorganization, and marks a transition from a state that is meaningless to one that is meaningful. Aural and visual examples of productive thinking are presented, along with word games and the importance of problem reformulation. A number of logic problems are presented and the possibility of their solution is explored. Many scholarly reactions to the book's theme are presented in detail, and some of the research that has been initiated by productive thinking is explained. The ascendance of computer-based, information processing as a paradigm for cognitive psychology is discussed, as well as its application to productive thinking. Contains 50 references. (RJM)

ED 406 636 CG 027 637

Persson, Roland S.
The Maestro Music Teacher and Musicians' Mental Health.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Mental Health; *Music Education; *Music Teachers; Musicians; Performance Factors; *Student Attitudes; Student Motivation; *Teacher Influence; *Teacher Student Relationship

Society tends to look upon promising and highly able musicians as fortunate individuals, yet research has shown that musicians seldom are to be envied in terms of working conditions and the longtime results of their professional commitment. A majority amongst particularly orchestral musicians suffers from a wide variety of stress and stress-related injuries--physiological as well as psychological. These injuries do not occur suddenly without a longterm build-up. They start with the somewhat paradoxical maestro phenomenon and the teacher-student relationship in a context of higher musical education. The key questions explored in this paper are: Why do musicians accept the harsh treatment of conductors? What kind of teachers do brilliant performers make? Naturalistic case studies were conducted of seven performance teachers and their students. Results indicated that, among the participants, potential stressors may be structured along four dimensions: (1) the handling and pacing of informational flow; (2) the rationalized and standardized, rather than the existential and individualized understanding of music and playing; (3) the product-oriented teaching at the expense of person-oriented teaching; and (4) a superordinate stressor which is connected to the nature of the teacher-student relationship, and which--if optimal--seemingly lessens the impact of other stress factors. It is thought that students may tolerate poor treatment due to their desire to be associated with a famous figure arising from a distortion of their social perceptions. (RJM)

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Context Clues; *Decoding (Reading); Higher Education; *Japanese; *Reading Comprehension; Reading Research; Second Language Learning; Semantics; *Word Recognition
IDENTIFIERS- *Kanji Script; Text Processing (Reading)

A study examined language learners' ability to integrate information from sentence contexts and semantic decomposition in interpreting novel kanji compounds (i.e., words consisting of two or more Japanese characters). Subjects, 59 English-speaking college students learning Japanese, inferred the meanings of 72 unknown compounds consisting of familiar kanji characters under 3 conditions. Overall, students were more likely to obtain correct answers when they had kanji compounds within sentence contexts than when they received either compounds in isolation or sentences with target words blanked out. Further analysis, however, indicated considerable individual differences among students in the information to which they pay attention. In addition, inferring word meanings from context required a different ability from the ability to use information from word elements. Findings suggest that (1) learning word meanings from multiple information sources is more advantageous than learning from a single source; (2) contextual information and information from word components are qualitatively different; and (3) language learners show individual differences in their choice of information when multiple sources are available. (Contains 38 references, 3 notes, and 8 tables of data.) (Author/RS)

ED 406 657 CS 012 797

Mori, Yoshiko
Epistemological Beliefs and Language Learning Beliefs: What Do Language Learners Believe about Their Learning?
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Epistemology; Higher Education; *Language Attitudes; *Learning; Questionnaires; *Second Languages; *Student Attitudes; Student Surveys

A study explored the structures of language learners' beliefs about learning in general, or epistemological beliefs, and their beliefs about language learning in particular. Subjects, 97 college students learning Japanese at various levels in midwestern universities, completed a 132-item belief questionnaire. Factor analyses identified four dimensions of general epistemological beliefs that are comparable to those found in by M. A. Schommer in earlier studies, and 6 dimensions of language learning beliefs. Although there were some significant correlations, these belief dimensions were for the most part uncorrelated, which indicates that students' general epistemological beliefs and language learning beliefs can be characterized as a complex system consisting of multiple

Writing; Elementary Education; Internet; *Literacy; *Writing for Publication
IDENTIFIERS- *Writing Motivation

This collection of three "Childhood Stories," includes some of the stories used as part of the "Story Train" program, an elementary literacy program that offers students the opportunity to be published either on the Internet or on a cable television show also called "Story Train." The tales in the collection, written by the program's creator, are entitled, "The Little Flower," "Too Much Ketchup," and "Henry's Dreams." The collection can be used in the classroom for the discussion of the four parts of a story: character, setting, problem, and solution. (NKA)

ED 406 677 CS 215 802

Pinkerton, K. David
Enhancing Conceptual Learning by Understanding Levels of Language-Rich Teaching.
PUB DATE- Mar 97
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; High Schools; *Instructional Effectiveness; *Journal Writing; *Language Role; Lesson Plans; Misconceptions; *Physics; *Science Instruction; Small Group Instruction; Teaching Methods

Any number of successful teaching strategies use a mixture of methods rich in language use to enhance conceptual learning. Not all language-rich teaching leads to equivalent conceptual gain. A year-long study was conducted in three high school physics classes to provide empirical support for the existence of effects of varying level of language-rich teaching. Three levels (low, medium, and high) of language-rich teaching were investigated. Each level was characterized by a unique language-rich teaching method: low level by hands-on, medium level by small groups, and high level by active mental processing (AMP) journaling (which structures students' dialogue with one another based on compelling demonstrations of everyday misconceptions, prescribes specific notetaking strategies, and requires that students pose an application question each day). First semester posttests revealed that the mean score on assessment instruments for the class using small group methods was higher than the class using hands-on techniques but lower than the class using the AMP journal. All classes were taught in the AMP journal during the second semester. Small group and hands-on classes improved more than the AMP journal class suggesting that high level language-rich teaching intervention is beneficial at any time. (Contains 97 references, and 6 tables and 4 figures of data. An appendix presents sample lesson plans.) (Author/RS)

ED 406 678 CS 215 807

Baghban, Marcia
Past into Present: Literacy through Life Stories.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Annual Spring Conference of the National Council of Teachers of English (Charlotte, NC, April 9-12, 1997).

all four English objectives, all students displayed substantial progress. (Contains 7 tables, 6 figures, and 27 references. Appendixes include an instructors' survey and results, review of scores from final papers of 20 students, a scoring rubric, a student attitude survey, a teacher-constructed handout of essay topic suggestions based on the visuals, and a teacher-made drawing.) (Author/NKA)

ED 406 696 CS 509 473

Williams, Kathleen Whalen; Rinehart, Lynn
Here's a Toast!
PUB DATE- Nov 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Communication Skills; Higher Education; *Public Speaking; Rhetorical Invention; *Speech Communication; Student Participation
IDENTIFIERS- Instructional Format; *Oral Presentations; Social Skills Training; Speech Communication Education

This paper offers instruction for college students on the preparation and presentation of toasts for various social gatherings and occasions--as a "real life" application of public speaking. The paper includes a description of a toast proposal, toast outline, toast speech evaluation form, and two sample toast outlines. It suggests a student assignment to be prepared and presented in class, with an outline required on the day the student speaks and a peer evaluation form to be completed. The paper lists some occasions upon which toasts might be delivered, including graduation or retirement parties, weddings, holiday dinners, christenings or confirmations, and birthdays. (CR)

ED 406 697 CS 509 474

Mitchell, Gordon
Activist Communication Pedagogy and the Learning Curve of "New Social Movements."
PUB DATE- 26 Nov 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activism; Audience Awareness; Citizen Participation; Higher Education; *Learning Processes; *Persuasive Discourse; *Rhetorical Criticism; Social Action; Speech Communication
IDENTIFIERS- Rhetorical Stance; *Rhetorical Strategies; *Social Movements

Calling for redoubled emphasis on the performative and political dimensions of rhetorical study, some scholars recommend an "activist turn" in rhetorical criticism. In the context of the study of social movements, an engaged and active stance can enable critics to become direct participants in the field of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; *Criticism; Ethics; *Evaluation Methods; Research Methodology; Scholarly Journals; *Scholarship; *Standards
IDENTIFIERS- *Reviewers

This paper questions Paul Harper's Fall 1984 "Journal of the Oklahoma Speech-Theatre-Communication Association" response to an article entitled "The 'Daily Oklahoman' and Persuasion in the Early 1980 Presidential Campaign." The paper argues that the response to the original article has two fundamental problems: (1) it raises some ethical questions about the role of a reviewer, and (2) the reviewers' overall logic is considerably weakened by recurring "straw man" arguments. The paper considers these issues and makes some conclusions. (Author/NKA)

ED 406 716 EA 025 035

Survey of Major Issues and Trends Relevant to the Management of Elementary and Secondary Education. Trends & Issues, Number 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Education; *Educational Administration; *Educational Change; Educational Facilities; Educational Finance; *Educational Trends; Elementary Secondary Education; Governance; Labor Relations; Principals; School Choice; School Law; *School Restructuring; *Sociocultural Patterns; Teaching (Occupation)

Research conducted during the last decade supports the notion that educational reform must be comprehensive and systemic. This paper summarizes major issues and trends in the management of elementary-secondary education. The synthesis is designed to promote an understanding of how broad in scope systemic reform must be. Twelve chapters present information on trends in the following areas: the changing social and economic context; educational reform and restructuring; the evolving patterns of governance; leadership--the changing principal's role; the training and selection of school administrators; women and minorities in educational administration; instructional personnel; the school-choice movement; school finance; labor relations; educational facilities; and school law. References accompany each section. (LMI)

ED 406 717 EA 027 318

Weber, James
Can Cutbacks Leave School Programs Viable? ERIC Digest, Number 106.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

PUB DATE- 96
NOTE- 152p.; Prepared under the direction of the School Support Teams Office.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consultants; *Educational Assessment; *Educational Objectives; Educational Quality; Evaluation Criteria; Evaluation Methods; *High Schools; Outcomes of Education; Program Implementation; *Self Evaluation (Groups); Statewide Planning; Student Evaluation
IDENTIFIERS- *California

As the 21st century approaches, more students than ever need to be educated to higher levels so that they can: (1) compete successfully in the increasingly technological job market; (2) participate in the democratic system; and (3) develop strong moral and ethical values and the ability to reach their individual potentials. The new Program Quality Review (PQR) has been designed to help California high schools pursue these goals. This guidebook outlines the components of the PQR process. Five sections describe guidelines for initiating and implementing the model, understanding the role of consultants, gathering and analyzing student work, and conducting a self-review report. The final section contains tools and resources for conducting the PQR process: a sample process for establishing schoolwide learning outcomes, a sample of schoolwide learning outcomes, suggested categories for the student/community profile, and discussion questions. (LMI)

ED 406 738 EA 028 303

School Finance: State Efforts To Reduce Funding Gaps between Poor and Wealthy Districts. Report to Congressional Requesters.
PUB DATE- 97
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Equity (Finance); Educational Finance; Elementary Secondary Education; Equalization Aid; *Expenditure Per Student; *Finance Reform; Fiscal Capacity; *Fiscal Neutrality; School District Wealth; *School Funds; School Support; State Aid; Tables (Data)

States have used a variety of strategies to educate poor students and help poor school districts adequately fund the needs of their students. This General Accounting Office report examines: (1) the size of the gap in total (state and local combined) funding between poor and wealthy districts for each state; (2) the key factors that affect the size of states' funding gaps; and (3) the effect of states' school finance policies on the funding gap. The study used school year 1991-92 district-level data to analyze each state except Hawaii and contacted state education officials to determine changes since that year. The study used standard school-finance measures and developed a new equity measure--implicit foundation level--that accounts for the effects of state policies on the funding levels of school districts. The implicit foundation level estimates the minimum total funding per pupil that districts in a state could finance if they were to make the same local tax effort. The measure helps to explain the structural forces that drive the

Power, Sally; Whitty, Geoff
Teaching New Subjects? The Hidden Curriculum of Marketized Education Systems.
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Support; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Free Enterprise System; *Government School Relationship; *Hidden Curriculum; *National Curriculum; Politics of Education; Private Sector; Social Control
IDENTIFIERS- Australia; New Zealand; United Kingdom

Many countries have introduced a range of policies that attempt to reformulate the relationships among government, schools, and parents through the application of market forces. This paper looks at the hidden curriculum of marketization and explores the extent to which the recent trend toward quasi-markets in public education systems are permeating the classroom and affecting the nature of educational transmissions. The paper looks at research from England, Australia, New Zealand, and the United States and explores the tension between the overt and "hidden" curriculum of the reforms and its significance for fostering different forms of social solidarity. The paper also connects with discussions on the globalization of education policy and/or broader changes in the nature of modern/postmodern societies, and the role of national education systems in encouraging and/or inhibiting such developments. (Contains 54 references.) (LMI)

ED 406 758 EA 028 329

Semiannual Report to Congress, No. 33. April 1, 1996-September 30, 1996.
PUB DATE- 96
NOTE- 63p.; For previous report, see ED 395 398.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110)
DESCRIPTORS- Audits (Verification); *Compliance (Legal); *Educational Finance; Elementary Secondary Education; Federal Government; Federal Programs; *Federal Regulation; *Financial Audits; Higher Education; Loan Repayment; Money Management; *Student Loan Programs
IDENTIFIERS- *Department of Education

The Office of Inspector General (OIG) has undertaken a number of initiatives for the 6-month period ending September 30, 1996, to help Education Department managers identify and address issues whose successful resolution is critical to the department's fiscal and management integrity. This semiannual report highlights those activities, which are categorized in the areas of reauthorization, regulation, Congressional testimony, postsecondary education, departmental operations, the auditing of quality-improvement initiatives, and statutory federal law enforcement authority. The report also contains a list of incident frequencies under P.L. 95-452 reporting

Education; Hearing Impairments; Instructional Material Evaluation; National Surveys; *Portfolio Assessment; Questionnaires; *Reading Instruction; Reading Materials; Reading Programs; Standardized Tests; *Teacher Attitudes; Whole Language Approach

A national survey of programs (N=798) for deaf students examined: (1) the organizational frameworks (theoretical or methodological) that programs use for reading instruction; (2) the extent to which "Reading Milestones," a basal series developed for deaf/hard-of-hearing (d/hh) students is used; (3) respondents' satisfaction with "Reading Milestones"; and (4) use of standardized tests and portfolios with d/hh students. Usable responses were received from 267 programs, representing 13,598 d/hh students. Among major findings were the following: 72 percent of programs (compared to 81 percent in a similar 1987 survey) reported use of basal readers; smaller percentages of programs cited use of basals as the primary method of reading instruction; compared to the earlier survey, a greater proportion of programs using basal readers were using "Reading Milestones." Most programs using "Reading Milestones" reported they did so not because of their experience of the material's effectiveness but because it had been developed specifically for this population. A greater number of specific aspects of "Reading Milestones" were rated as weaknesses than in the earlier survey, despite the finding that the vast majority of programs indicated they were satisfied with the series. Additionally, more than 80 percent of respondents characterized their programs as incorporating a whole language approach. Twenty-six percent of respondents indicated that portfolios were the most useful indicator of reading achievement. (DB)

ED 406 777 EC 305 470

LaSasso, Carol J.
Test-Taking Skills: A Missing Component of the Curriculum for Deaf Students.
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Development; *Deafness; Educational Strategies; Elementary Secondary Education; Evaluation Methods; Hearing Impairments; *Partial Hearing; Reader Text Relationship; Reading Comprehension; Skill Development; *Student Evaluation; *Test Wiseness; *Testing Problems

This paper discusses the difficulties deaf and hard-of-hearing children (d/hh) have in test taking and the test-taking strategies they use, such as visual matching of words in the text to words in the question. These specific strategies are different from those used by children without disabilities. Also examined are the characteristics and reading comprehension of d/hh test takers compared to their performance on a reading comprehension task. The responsibility of teachers to develop and teach test-taking strategies for students with hearing impairments is stressed. Suggestions for developing these abilities include: (1) exposing children with hearing impairments to the full spectrum of testing procedures that different teachers use to determine learning, including text-

This paper addresses the dilemma faced by the requirement that educators provide appropriate and effective education for higher functioning students with autism, while lacking the necessary knowledge to provide such interventions. The first section discusses the diagnosis of autism (especially noting the presence of a "triad" of deficits including impaired social relatedness, impaired language, and restricted range of activities/interests that allow an "autistic spectrum" diagnosis.) The discussion notes the common presence of mental retardation in the diagnosis of autism and the inclusion of autism within the broader term, "pervasive developmental disorders." However, the emphasis of this paper is on higher functioning students with either Asperger's Syndrome or Pervasive Developmental Delay conditions that are more difficult conditions to describe adequately since there is not yet any established definition or diagnostic criteria for high-functioning autism. The next section looks at special education in the United States under the Individuals with Disabilities Education Act (IDEA). It suggests that the classification of autistic spectrum disorder as defined by IDEA is useful, since the "triad" of weaknesses diagnostic of the autistic condition provides important functional information. A section on educational interventions and considerations stresses the importance of providing children diagnosed as autistic spectrum students with structure, visual aids, intervention in language pragmatics and social skills, recognition of fixations and special talents, and medication. Two cases illustrate these principles. Recommendations for educating higher functioning autistic spectrum students focus on providing school personnel with the information they need to educate these students both at the preservice and inservice levels. Appended are the test data summary sheets. (Contains 36 references.) (DB)

ED 406 795   EC 305 497

Chen, Deborah; And Others
Effective Practices in Early Intervention: Infants Whose Multiple Disabilities Include Both Vision & Hearing Loss.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 336p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Deaf Blind; *Disability Identification; Drug Therapy; Early Childhood Education; *Early Intervention; *Evaluation Methods; Infants; *Interdisciplinary Approach; Motor Development; Preschool Education; Program Development; Self Evaluation (Groups); Skill Development; Teamwork; Toddlers

This manual documents key program development strategies and inservice training topics provided by the Model Demonstration Early Intervention Network Project. This project focused on building the capacity of early intervention programs to serve infants who are deaf-blind and their families. The first section covers program development and includes information on "program self reviews," mentorship and collegial support in early intervention teams, and the art of collaboration. The identification of infants who are deaf-blind is addressed in the second section along with strategies for gathering information. The third section includes information on functional vision assessment and interventions, tests used to

NOTE- 49p.; For previous edition, see ED 347 772.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Delivery Systems; *Disabilities; *Early Intervention; Educational Legislation; *Educational Policy; Eligibility; Family Programs; Financial Support; Inclusive Schools; Kindergarten; Mainstreaming; National Surveys; Paraprofessional Personnel; Preschool Education; Program Administration; Program Implementation; Staff Development; *State Programs; Transitional Programs
IDENTIFIERS- *Individuals with Disabilities Education Act Part B

Information on the implementation of services for preschool children with special needs and their families is presented, acquired from a survey of all 50 states, the District of Columbia, and 8 outlying jurisdictions. The information is organized into nine sections reflecting major state activities related to the Part B, Section 619 portion of the Individuals with Disabilities Education Act. These sections include: (1) administration, education reform, and funding; (2) interagency coordination; (3) personnel, including certification/licensure requirements for preschool special education staff and use of paraprofessionals; (4) transition from early intervention services to preschool programs and from preschool programs to kindergarten and first grade; (5) inclusion and programming; (6) public awareness initiatives; (7) individual family service plans and family-centered services; (8) eligibility; (9) special education mandates and legislation; and (10) preschool program data. Contains a contact list of program coordinators and related personnel. (CR)

ED 406 813 EC 305 519

Marschark, Marc
Raising and Educating a Deaf Child.
PUB DATE- 97
NOTE- 235p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); *Child Development; *Child Rearing; Coping; Creativity; *Deafness; Early Identification; Educational Legislation; *Educational Strategies; Elementary Secondary Education; Emotional Development; Etiology; Family Relationship; Interpersonal Competence; Interpersonal Relationship; Language Acquisition; Legal Responsibility; Parent Child Relationship; Preschool Education; Reading Skills; Sign Language; Student Evaluation; Student Placement; Writing Skills

This book discusses the development of children who are deaf or hard of hearing and the educational and practical issues that face them and their families. Chapters discuss: (1) the effect of a child with deafness on a family, and family adjustment to early childhood hearing loss; (2) the population of people who are deaf, the causes of early hearing loss, early identification of hearing losses, and technology assistance; (3) sign language, artificial speech and sign systems, and speech training and speech assessment; (4) the effects of hearing losses on early social relationships; (5) language learning in young children who are deaf; (6) legal issues confronting the education of children with deafness, learning easier. As a result, it often must be re-taught in high school. It is argued here that a communicative approach to grammar teaching, focusing more on production in context, would be more effective. An approach to designing classroom language-learning tasks that emphasize active language use and provide motivation for it is outlined. These elements of tasks are discussed: topic; visual aids; complexity (both code and cognitive); and activeness. A method for preparing a lesson plan is also described. (MSE)

ED 406 833 FL 024 486

Riggins, Stephen Harold, Ed.
The Language and Politics of Exclusion: Others in Discourse.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrative Policy; Advertising; Anti Semitism; Autobiographies; *Discourse Analysis; Ethnic Bias; *Ethnic Groups; Females; Foreign Countries; Immigrants; Indigenous Populations; *Interpersonal Communication; *Language Patterns; Language Research; Language Role; Language Usage; Linguistic Theory; Marketing; Minority Groups; Negative Attitudes; News Media; Policy Formation; Political Influences; Poverty; *Public Policy; Racial Bias; Sex Differences; *Social Bias; Sociolinguistics; Stereotypes; Western Civilization
IDENTIFIERS- Afrocentrism; Ireland; Mexico; Muslims

A collection of essays on "the other" in discourse includes: "The Rhetoric of Othering" (Stephen Harold Riggins); "Political Discourse and Racism: Describing Others in Western Parliaments" (Teun A. van Dijk); "'Das Ausland' and Anti-Semitic Discourse: The Discursive Construction of the Other" (Ruth Wodak); "Who Are They? The Rhetoric of Institutional Policies Toward the Indigenous Populations of Postrevolutionary Mexico" (Teresa Carbo); "Discourses of Exclusion: The Irish Press and the Travelling People" (Jane Helleiner, Bohdan Szuchewycz); "Racial Intimidation: Sociopolitical Implications of the Usage of Racist Slurs" (Philomena Essed); "The Historical Resilience of Primary Stereotypes: Core Images of the Muslim Other" (Karim H. Karim); "Benetton Culture: Marketing Difference to the New Global Consumer" (Michael Hoechsmann); "Afrocentricity and Inclusive Curriculum: Is There A Connection or a Contradiction?" (George J. Sefa Dei); "The Assimilation of the Other Within a Master Discourse" (William E. Conklin); and "Subverting Poor Me: Negative Constructions of Identity in Poor and Working-Class Women's Autobiographies" (Roxanne Rimstead). (MSE)

ED 406 834 FL 024 489

Hough, Ruth A.; And Others
The Academic Language and Literacy Training Project. Mathematics & Science for English Learners: Curriculum.
PUB DATE- Dec 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Critical Thinking; Curriculum Design; Elementary Secondary Education; *English for Academic Purposes; *English

statement; reading a paycheck; and using and reconciling checking accounts. An answer key and bilingual English-Lao glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 853 FL 801 138

Thuy, Vuong G.

10 Lessons of Pre-Employment Skills for ESL Students, with a Bilingual English-Vietnamese Glossary and a Teacher's Guide (Upgraded Version).

SPONS. AGENCY- Department of Education, Washington, DC.; Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.

PUB DATE- 95

NOTE- 146p.

LANGUAGE- English; Vietnamese

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Acculturation; Banking; Business Communication; *Communication Skills; *Daily Living Skills; English (Second Language); Glossaries; Immigrants; Interviews; Job Application; *Job Search Methods; Letters (Correspondence); Literacy Education; Newspapers; *Payroll Records; Records (Forms); Resumes (Personal); Second Language Instruction; Taxes; Telephone Usage Instruction; Uncommonly Taught Languages; Vietnamese; *Vietnamese People; *Vocational English (Second Language); Writing Skills

IDENTIFIERS- Checking Accounts; Classified Advertising; *Social Security; 353 Project

The lessons are designed to give newly-arrived, limited-English-proficient Vietnamese immigrants to the United States linguistic and practical skills for gaining employment. An introductory section, in both English and Vietnamese, outlines the origins and design of the materials. Ten lessons follow, each accompanied by a teacher's guide giving an overview, key work list, and suggestions for classroom procedures. The lessons, primarily in English, contain a list of objectives, a list of key words with Vietnamese translations and context sentences, text on the topic, phrases to be used for discussion, and exercises. Lesson topics include: the job search (help-wanted ads and signs, employment agencies, networking through friends and family, writing letters, using the telephone); using the want-ads; filling out a job application; writing business letters (application, cover, inquiry, thank-you); writing a resume; the job interview; Social Security and the W-4 form; reading the W-2 statement; reading a paycheck; and using and reconciling checking accounts. An answer key and bilingual English-Vietnamese glossary are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 854 FL 801 139

Prinsloo, Mastin, Ed.; Breier, Mignonne, Ed.

The Social Uses of Literacy: Theory and Practice in Contemporary South Africa. Studies in Written Language and Literacy, Volume 4.

PUB DATE- 96

NOTE- 287p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020)

IDENTIFIERS- *African Americans

This executive summary presents highlights drawn from the data compiled in "The African American Education Data Book, Volume I: Higher and Adult Education," the first broad national survey of the educational status, performance, progress, and financial support of African Americans in higher education and adult education. The report concludes that tremendous barriers to African American achievement remain and that many social challenges will have to be overcome before educational equality is achieved. The report notes that there are significant differences in the rates at which African American men and women enter, persist, and complete higher education degrees, and that as a result of these disparities, African Americans are less likely to fill work force positions that require college degrees. Other factors mentioned are low family incomes, which restrict entry to the full range of colleges and universities; the inadequate results of efforts to reduce attrition rates; the failure of research universities to attract representative numbers of African Americans; the persistence of test-score differences throughout undergraduate school; and choices of major fields of study (which typically limit the opportunities of African Americans to become college-level teachers and faculty). Lower participation by African Americans in adult education programs, especially career- and job-related programs, is also reported. The report text discusses these findings and illustrates some of the data in 18 charts. (CH)

ED 406 871 HE 029 980

Nettles, Michael T.; Perna, Laura W.
The African American Education Data Book. Volume I: Higher and Adult Education.
PUB DATE- 97
NOTE- 532p.; For an executive summary of this report, see HE 029 979.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Access to Education; *Adult Education; Affirmative Action; Black Achievement; *Black Institutions; College Choice; College Entrance Examinations; Educational Background; Educational Mobility; *Educational Opportunities; Enrollment Trends; Equal Education; *Equal Opportunities (Jobs); Faculty Recruitment; Financial Aid Applicants; Graduate Study; Grants; Higher Education; Minority Groups; Nondiscriminatory Education; *Paying for College; Racial Integration; School Demography
IDENTIFIERS- *African Americans

This voluminous collection of data presents a detailed picture of the educational status, performance, progress, and financial support of African Americans in higher education and adult education. The 10 chapters, each with a brief overview and text sections that supplement the data tables, cover: (1) African American population characteristics; (2) higher education enrollments and completions, including data on access to post secondary education and degree recipients; (3) undergraduate student financial aid, encompassing institutional characteristics, college costs and financial need, types and sources of aid, college experiences, and demographic characteristics; (4) access, choice, and persistence characteristics for 1989-90 beginning postsecondary students; (5) post-degree activities, including demographic characteristics of 1992-93 bachelor's degree recipients, their academic experiences as undergraduates, institutional policies and practices; and (8) profile of participating institutions. Among the findings of this year's survey, it was found that the typical chief executive was 55 years old and has held his/her present position for 7 years. Eight percent were from minority groups and 18 percent were women. Average compensation has increased at an annual rate of 3.2 percent since 1993, and the most common perquisites were automobiles, housing expenses, and tuition reimbursement. Four appendixes provide a list of participating institutions, the survey questionnaire, definitions of terms, and a special study request form. (MDM)

ED 406 890 HE 030 048

Administrative Compensation Survey 1995-96.
PUB DATE- Jan96
NOTE- 124p.; For previous edition, see ED 379 994.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrators; *College Administration; Comparative Analysis; *Compensation (Remuneration); Higher Education; Minority Groups; *Salaries; Tables (Data); Trend Analysis; Two Year Colleges

This 19th annual administrative compensation survey is designed to provide the most comprehensive and timely data available for college and university administrators. The benchmarking resource comparison provides comparison salary data for 170 administrative positions, based on responses from 1,384 institutions. The positions include those in executive, academic, administrative, external affairs, and student services areas. Introductory material outlines the survey methodology, profiles participating institutions, and notes 1994-95 salary increases. Eight general tables provide data on all institutions by budget and enrollment quartiles and on public, private/non-religious, and private/religious institutions by budget and enrollment quartiles. Twenty comparative tables display data on salary percentiles for all doctoral institutions, all comprehensive institutions, all general baccalaureate institutions, and all two-year institutions, and then data by budget range within each institutional classification. Seven special tables offer data comparing males and females, minorities and non-minorities, and inside and outside hires, along with median years of service by institutional classification. Appendixes provide a list of responding institutions, a special study order form, institutional classification codes, a salary comparison worksheet, and a copy of the survey questionnaire packet. (MDM)

ED 406 891 HE 030 049

Balfour, Linda F., Comp.
Statistical Abstract of Higher Education in North Carolina, 1996-97. Research Report 1-97.
PUB DATE- Apr97
NOTE- 288p.; For previous edition, see ED 395 548.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; *College Applicants; College Bound Students; College Entrance Examinations; *College Faculty; *College Housing; *College Libraries; College Students; Community Colleges; Degrees (Academic); *Enrollment;

Instruction in Higher Education" (Raymond P. Perry); (2) "A Motivational Analysis of Academic Life in College" (Martin V. Covington); (3) "Turning Work into Play: The Nature and Nurturing of Intrinsic Task Engagement" (Martin V. Covington and Sonja Wiedenhaupt); (4) "The Matrix Representation System: Orientation, Research, Theory, and Application" (Kenneth A. Kiewra); (5) "Teaching Effectively: Which Students? What Methods?" (Raymond P. Perry); (6) "Effective Teaching Behaviors in the College Classroom" (Harry G. Murray); (7) "Instructional Interventions: A Review of the Literature on Efforts to Improve Instruction" (Maryellen Weimer and Lisa Firing Lenze); (8) "Students' Evaluations of University Teaching: A Multidimensional Perspective" (Herbert W. Marsh and Michael J. Dunkin); (9) "The Dimensionality of Student Ratings of Instruction: What We Know and What We Do Not" (Philip C. Abrami and others); (10) "Identifying Exemplary Teachers and Teaching: Evidence from Student Ratings" (Kenneth A. Feldman); (11) "Good Teaching Makes a Difference--And We Know What It Is" (W. J. McKeachie); and (12) "Exploring the Implications: From Research to Practice" (Maryellen Weimer). (Individual essays contain references.) (MDM)

ED 406 910 HE 030 084

Peterson, Marvin W.; And Others
Planning and Management for a Changing Environment: A Handbook on Redesigning Postsecondary Institutions.
PUB DATE- 97
NOTE- 577p.; Foreword by Burton R. Clark.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Administrator Role; Change Strategies; *College Administration; *College Planning; College Role; *Educational Planning; Educational Trends; Futures (of Society); *Higher Education; Institutional Advancement; Leadership; Long Range Planning; Strategic Planning

This collection of 27 essays focuses on the challenges facing higher education, new approaches to planning that are necessary to respond to these challenges, and planning strategies and management approaches that address emerging issues of the new millennium. Part 1, "Redefining the External Context for Postsecondary Education," contains six essays that address some of the broad contextual changes and challenges facing postsecondary education and some of the external organizations, agencies, and dynamics that influence planning at the institutional level. The seven essays in Part 2, "Redirecting Institutions Through Contextual Planning," introduce a broader, more proactive approach to planning for this new environment and suggest how the primary elements of planning can be used to redirect institutions. Part 3, "Reorganizing Management Support for Planning," includes seven essays on various management and analytic functions that can help reshape institutions. Part 4, "Renewing Institutions and Planning for Academic Challenges," contains seven essays that focus again on approaches to some emerging planning issues that all institutions will face in the decade ahead. (Individual essays contain references.) (MDM)

ED 406 911 HE 030 085

Sadlak, Jan, Ed.; Altbach, Philip G., Ed.
Higher Education Research at the Turn of the New Century: Structures, Issues, and Trends. Garland Studies in Higher Education, Volume 10.

College Students.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the Annual Convention of the Eastern Psychological Association (Philadelphia, PA, March 29-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; *Attribution Theory; Evaluation Methods; Failure; Higher Education; *Locus of Control; *Motivation; Motivation Techniques; Questionnaires; Rating Scales; Self Fulfilling Prophecies; Statistical Analysis; Student Motivation; Success; Undergraduate Students
IDENTIFIERS- Motivated Strategies for Learning Questionnaire

This study analyzed college students' use of motivational strategies in academic contexts. Participants included 11 male and 26 female undergraduate students enrolled in psychology courses at an urban university, who completed the Motivated Strategies for Learning Questionnaire. Analysis focused primarily on responses to the following sample items: "How well I do in this course will depend on how hard I try," and "It is my own fault if I do not do well in this course." Results showed a significant difference between males and females concerning their attributions of success with female students more likely than males to attribute academic success to their own efforts. There were no significant gender differences concerning their attributions of failure. Results suggest that increased use of male/female/student/mentor programs might enable one gender to acquire benefits from the other in academic endeavors. (CH)

ED 406 932 HE 030 108

Schwitzer, Alan M.; And Others
Entry Transitions of New Professionals: Perceptions of Graduates from Experiential Preparation Programs.
PUB DATE- Apr 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; Counseling Techniques; *Education Work Relationship; *Experiential Learning; *Graduate Surveys; Higher Education; Job Skills; Learning Strategies; Mail Surveys; Personnel Management; Practicums; Prior Learning; Professional Education; Questionnaires; Self Evaluation (Individuals); Simulation; Social Experience; Student Experience; *Student Personnel Services; Vocational Adjustment; Work Experience Programs

This study examined transition issues faced by entry-level staff who were graduates of experientially based graduate level programs to prepare professionals for student personnel work. Forty-three recent graduates from two experientially based student personnel preparation programs were surveyed. The programs met three specific criteria: a counseling-based emphasis; planned, supervised, applied training experiences; and simulation activities incorporated into classroom learning. Respondents completed mailed self-report questionnaires concerning their experiential-learning experiences relative to their job-entry transition. Results were compiled using such criteria as post-graduate placement, degree of reliance on knowledge acquired in preparation programs, preparedness for entry position, and the components of the student's

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attribution Theory; *Dental Students; Field Dependence Independence; Higher Education; *Locus of Control; Personal Autonomy; Self Concept; Self Concept Measures; *Self Evaluation (Individuals); Statistical Analysis; Student Characteristics

This study examined the relationship of dental students' (N=145) perceptions of how much control they have over their environments to their academic achievement and to such demographic variables as age, gender, race, or ethnicity. Subjects were given a questionnaire to obtain demographic information and Rotter's Internal-External Locus of Control Scale. Results indicated that the students tended toward an external locus of control. There were no statistically significant differences between the demographic variables and locus of control. The study did find a statistically significant relationship between locus of control scores and preclinical grades, with students classified as internally oriented achieving higher preclinical course grades than those classified as externally oriented. A table lists locus of control scores for age and gender. (Contains nine references.) (CH)

ED 406 952   HE 030 171

Warkentin, Robert W.; Bol, Linda
Assessing College Students' Self-Directed Studying Using Self-Reports of Test Preparation.
PUB DATE- 4 Apr 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *College Students; Education Majors; Higher Education; Interviews; Metacognition; *Self Evaluation (Individuals); *Self Management; *Study Habits; *Study Skills; Surveys; Time Management
IDENTIFIERS- Final Examinations

A study investigated the test study habits of college students in the context of Effort Management theory, which describes metacognitive and self-regulatory activities. The subjects, 20 upper-division education majors enrolled in a required Educational Psychology course, were interviewed to discover their study activities for the course final at each of 4 levels of the Effort Management hierarchy monitoring, regulating, planning, and evaluating. Questions were open-ended. Responses were categorized first according to activity level, then according to whether they referred to concentration, time, or learning effectiveness components. These data were analyzed for patterns or differences between higher- and lower-achieving students. Results showed no differences in response patterns between the groups for monitoring or regulating activities, but some differences in planning and evaluating. Most students showed some difficulty in monitoring their effort. Self-regulating activities were found useful to sustain concentration, control persistence and momentum, correct or repair comprehension errors, and focus on test-relevant information. Many students engaged in self-instructional sequences as part of planning activities, and some form of self-appraisal, with qualitative differences found between

Project (CETAP), an overview of programs studied, and a summary of the evaluation plan. Sections two and three provide an analysis of the findings from the programs and projects studied in Phases I and II of the study. The analysis provides: (1) a brief summary of the program evaluated; (2) the evaluation questions and responses; (3) findings from Phase I and II supporting the responses; and (4) recommendations for the program. The final section of the report provides general conclusions and recommendations across all programs studied. An appendix contains the cost-benefit analysis of the six programs conducted by American Institutes of Research. (AEF)

ED 406 970 IR 018 322

Assessment Inventories, Surveys, and Templates for Evaluating Educational Technology Regional and Local Assistance Programs. Phase IV of the Comprehensive Study of Educational Technology Programs Authorized from 1984-1992.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 264p.; For other phases of this study, see IR 018 319-321; for the 1984-1992 summary report, see ED 348 451; for the 1989-1992 study, see IR 018 323-328.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; *Educational Technology; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; Interviews; Matrices; Measurement Techniques; Program Evaluation; Questionnaires; *Records (Forms); Research Methodology; Self Evaluation (Groups); State Programs; Summative Evaluation; Surveys; Worksheets
IDENTIFIERS- *California Educational Techn Assessment Prog

This report on Phase IV, of a four-phase study, provided for the development of evaluation templates and instruments to be used by the California Department of Education to facilitate systematic assessment of state funded educational technology programs and projects. These assessment documents comprised the major data collection sources for the study and were revised as a result of their use in the study. It is intended that these documents be adapted as needed for future use. The instruments included in this report were used to evaluate: (1) School-Based Educational Technology Grants; (2) Level I Model Technology School Projects; (3) Level II Academic Model Technology School Projects; (4) Instructional Television (ITV) Regional Agencies; (5) Software Development Projects; and (6) California Technology Project (CTP) Consortia. Matrices are provided that list each of the instruments as a source of data and indicate the relative importance of the data provided by that instrument for individual evaluation questions. There is a separate matrix for each instrument corresponding to each of the six programs evaluated. Following the matrices are each of the inventories, templates, questionnaires, and interview protocols. (AEF)

ED 406 971 IR 018 323

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume I: School-Based Educational Technology Grants.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.

use of nondecision-making tactics kept ergonomic and nonionizing radiation issues from being fully addressed and resolved at the federal level. Chapter 7 explains how the Reagan administration used the Office of Management and Budget to interfere with an epidemiological study of VDT workers and subordinate safety and health policy to its goal of deregulating business. Chapter 8 examines why many state government officials considered VDT regulations a drag on their competitive efforts to attract high technology investment and the consequences for labor's legislative campaign. Chapter 9 presents conclusions and recommendations for reform. Appendixes include notes, 205-item bibliography, and index. (YLB)

ED 406 523 CE 073 722

Carey, Russell L.
Assessing Employability Skills.
PUB DATE- Jan 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; Adult Education; Competence; *Competency Based Education; Elementary Secondary Education; *Employment Potential; Evaluation Methods; *Job Skills; Occupational Tests; Postsecondary Education; Statewide Planning; *Student Evaluation; Vocational Education

This report describes how available measures/tests of employability skills were identified and analyzed to determine their suitability for evaluating the employability skills of students enrolled in Iowa vocational programs. Conclusions of this research are as follows: suitable measures are available for assessing the employability skills of elementary, high school, college, and adult students; and available measures use a variety of testing/assessment techniques and measure employability skills other than skills in reading for information, applied mathematics, listening, and writing. Descriptions of 41 available employability skill measures/tests constitute approximately 75% of this document. For each measure, the following are provided: intent, test population, testing time, form(s), description, special feature(s), cost, and source. The report contains 12 tables and 41 references are listed. Appendices include: lists of workplace basics, skills identified by the Secretary's Commission on Achieving Necessary Skills; unit and competency statements in the employability occupational competency analysis profile; combined sets of employability skills; competencies not selected for the occupational analysis profile, 11 publications containing model standards, achievement test batteries, publishers, and acronyms; diagram of thinking; outline of enabling thinking skills; examples of frameworks with applications of knowledge; and examples of items from different sources. (MN)

ED 406 524 CE 073 730

Goins, L. Keith, Ed.
Makin' It Happen with Business & Marketing Education. Annual Atlantic Coast Business & Marketing Education Conference Proceedings (13th, Raleigh, North Carolina, February 16-17, 1996). Volume 7.
PUB DATE- Feb 96
NOTE- 145p.; For the 1997 proceedings, see CE 073 731.
LANGUAGE- English

Activities; Legal Assistants; Marketing; Occupational Clusters; *Occupational Information; Office Automation; *Office Occupations; Postsecondary Education; Retailing; Student Evaluation; *Task Analysis; Tech Prep; Two Year Colleges; Vocational Education
IDENTIFIERS- Virginia

Developed in Virginia, this publication contains task analysis guides to support selected tech prep programs that prepare students for careers in the business and marketing cluster. Guides are included for accounting systems, legal systems administration, office systems technology, and retail marketing. Each task analyses guide has the following essential elements: (1) an occupational task list derived from a panel of local workers or employers (occupational analysis) consisting of a duty area, a task or competency, a performance objective, a performance measure, and enabling objectives and activities; (2) a collection of secondary and postsecondary instructional objectives and performance measures that reflect the occupational analysis; (3) a list of courses and programs that make up the tech prep program; and (4) a list of resources that can be used to support instruction. (KC)

ED 406 541 CE 073 767

Communication, Arts, and Media Cluster. Task Analyses.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.; Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 84p.; Developed by Roanoke Area Tech Prep Consortium.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; *Competence; Competency Based Education; Evaluation Methods; High Schools; Learning Activities; Occupational Clusters; *Occupational Information; Postsecondary Education; Production Techniques; Programming (Broadcast); *Radio; Student Evaluation; *Task Analysis; Tech Prep; Technical Occupations; *Television; Two Year Colleges; Video Equipment; Vocational Education
IDENTIFIERS- Virginia

Developed in Virginia, this publication contains task analysis guides to support selected tech prep programs that prepare students for careers in radio and television production. This guide contains the following elements: (1) a collection of secondary and postsecondary instructional objectives and performance measures that reflect the occupational analysis; (2) a list of courses and programs that make up the tech prep program; and (3) a list of 35 resources that can be used to support instruction. The task lists are comprised of a duty area, a task or competency, a performance objective, a performance measure, and enabling objectives and activities. (KC)

ED 406 542 CE 073 768

Engineering, Trade, and Technical Cluster. Task Analyses. Drafting and Design Technology, Precision Machining Technology, Electronics Technology.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.; Virginia State Dept. of Community Colleges, Richmond.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Sep 96
NOTE- 844p.
LANGUAGE- English
EDRS Price- MF5 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Allied Health Personnel; Caregivers; *Competence; Competency Based Education; *Core Curriculum; Course Content; Curriculum; Educational Resources; Entry Workers; Health Occupations; High Schools; Job Skills; Learning Activities; Lesson Plans; *Medical Assistants; Minimum Competencies; National Curriculum; Standards; Student Evaluation; Test Items; Vocational Education
IDENTIFIERS- National Standards

This document contains the core curriculum for a basic high school course for health care assistants. It is designed as a 1-semester course of study, after which students can take a course in an emphasis area, such as veterinary, nursing, pharmacology, or physical therapy, in which they learn skills for specific entry-level jobs. The curriculum guide begins with the following background information: a health occupations curriculum flowchart; a bibliography listing 51 references; a cross-reference of lessons from the nurse assistant in a long-term care facility curriculum with the health care assistant core; National Health Care Core Skill Standards; and a cross-reference of the National Health Care Core Skill Standards and the health care assistant core. The guide is divided into six units that cover the following topics: (1) the health care delivery system; (2) communication and observation skills; (3) safety; (4) concepts of microbiology; (5) anatomy and physiology; and (6) life stages. Within each unit, lesson plans break the content into manageable classroom lessons. Lesson plans contain some or all of the following: scope of the unit, lesson objectives, supplementary teaching and learning items, an informational assignment, references, an introduction, a lesson outline, summary, and conclusion, procedures for demonstrations (as needed), interaction items, classroom and laboratory activities, evaluation items with answers, and handouts. (KC)

ED 406 560 CE 073 822

The Reading & Writing Stream. CGEA Information Sheet No. 3.
PUB DATE- 97
NOTE- 6p.; For related documents, see CE 073 823-825.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Educational Certificates; Evaluation Criteria; Evaluation Methods; Foreign Countries; General Education; *High School Equivalency Programs; Learning Modules; *Literacy Education; *Reading Skills; Student Certification; Student Evaluation; *Writing Skills
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This information sheet describes Reading and Writing, one of four streams or subject areas offered in the Certificates in General Education for Adults (CGEA) in Australia. The stream is organized around the four main social contexts in which individuals function within society: family and social life, workplace and institutional settings, education and training

efforts; status of federal work force training reform legislation; and efforts to consolidate or coordinate job training and education in Washington, New Jersey, New York, Kentucky, Michigan, and Illinois. It was noted that, although a Governor's Human Resources Investment Council's task force recommended consolidating all work force development programs into a single state agency, it did not indicate how such consolidation would occur. It was concluded that Ohio's heavy dependence on federal mandates/funding has hindered reform efforts. The review of reform efforts in other states established that, to varying degrees, all six states used the following principles to consolidate/coordinate their work force readiness programs: state and local employment and training boards, coordinated funding, one-stop shopping, case management, and labor market information. (Appended is a chart summarizing statutory job training and work force development programs in Ohio. Contains 186 footnotes.) (MN)

ED 406 579 CE 073 862

Ohio's Future at Work: Beyond 2000. A Strategic Plan for Vocational and Adult Education.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Adult Education; *Education Work Relationship; Educational Change; Educational Needs; *Educational Objectives; Futures (of Society); Postsecondary Education; Secondary Education; *Statewide Planning; *Strategic Planning; *Vocational Education
IDENTIFIERS- *Ohio

This document is a strategic plan for action that reflects changing world realities, higher expectations, and new priorities. The strategic plan will guide policy and practice for vocational and adult education programs throughout Ohio by establishing the context and direction for all state and local planning. The plan was based on information obtained through a literature search, questionnaires, a forum attended by 53 stakeholders, and focus groups attended by more than 400 people. It identifies four priorities that will guide all program development, decision making, and resource allocation. Those priorities are as follows: (1) expand options for achieving career and education goals; (2) strengthen teaching and learning; (3) enhance communication and collaboration with all stakeholders; and (4) ensure a culture of continuous improvement and innovation. The plan acknowledges that, although the mission of vocational and adult education is clear, its role is evolving, and its progress must be measured by specific performance measures (for example, program enrollment/completion rates, continued education and job placement rates, and stakeholder feedback). (An appendix contains the assumptions underlying the work of Forum 2000 and lists of the following: research papers and stakeholders consulted; Forum 2000 participants; focus group participants; and task force leaders and Division of Vocational and Adult Education executive staff.) (MN)

ED 406 580 CE 073 866

Jordan, Elizabeth
A Study of Frameworks Held by Emergency Response Personnel.

ED 406 598 CG 027 471

Abidin, Richard R.
Five Themes To Enhance the Value of Psychology to Schools.
PUB DATE- 96
NOTE- 9p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p41-48; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; *Futures (Of Society); Health Maintenance Organizations; Organizational Change; *Psychology; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

Psychology as a profession and the American educational system are in a major period of transition. Transitions influencing the American education system are: (1) an increasingly diverse multicultural society; (2) rapid changes in the work place; (3) changes in American society; (4) civil rights legislation; and (5) rising costs associated education. Transitions influencing the American psychological system are: (1) expanding school psychologists roles and required skills demand enhanced levels of training; (2) psychologists in private and agency practices have come to recognize the need for involvement with schools in work with children and families; and (3) recent development of managed health care systems in combination with the rapid rise of other mental health professionals has created a competitive market place. Five themes that represent directions for change designed to enhance the perception of psychology in the schools are: (1) service for all teachers, students, and parents; (2) individual problem-solving versus categorical classification; (3) restructuring special education; (4) involving parents; and (5) evaluation of services and outcomes. If the guiding principle of psychology's improvement in the schools is the support and enhancement of the education system, then the inevitable outcome will be that psychology will be seen as an indispensable partner. (JBJ)

ED 406 599 CG 027 472

Phillips, Beeman N.
One Way of Looking at the Future: A Plan for Creating Value in School Psychological Services.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p49-53; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Attitudes; *Counselor Characteristics; *Educational Change; Elementary Secondary Education; *Futures (Of Society); Organizational Change; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

Several topics carry heavy weight in making psychologists in the schools more indispensable. Topics of this paper are: (1) the coming transition between "school psychology" of the 20th teachers manage the behavior problems of students, and supporting student's self-esteem. To become indispensable, school psychologists' role must be expanded to include planning and implementing interventions to address crises that impact school staff and students. Psychologists need to educate themselves about crisis intervention and then be ready to become involved in crisis prevention, intervention, postvention, education, training, and support services. Psychologists should advocate steps in the direction of prevention as well as intervention and should be a proactive force to use each crisis experience as a learning experience. Four school related crisis skills arenas on which school psychologists should focus and four steps outlined by the National Institute of Mental Health are provided. (JBJ)

ED 406 617 CG 027 490

Kamphaus, Randy W.
Measurement Consultation.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p153-58; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consultants; Elementary Secondary Education; *Measurement; *Measurement Objectives; *Professional Development; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

School psychologists have considerable measurement expertise when compared to physicians, social workers, and other professionals delivering psychological services to schools and children. However, psychologists are far from qualified to portray themselves as measurement experts. It is important to know psychologists' boundaries of measurement competence for both ethical and professional development reasons. If psychologists can identify preservice and inservice training needs for developing measurement competence then they can become a repository of measurement expertise. Psychologists can become measurement experts which would put them in the position to deliver services that are indispensable to schools. Psychologists should consider merging measurement and consultation skills in order to deliver more measurement services through an indirect service delivery model. Psychologists' advanced behavioral science training allows them to answer important questions about a variety of measurement issues of interest to educational professionals and parents. Measurement consultation services must be highly visible and valued by many constituencies in order for them to become sought out by schools. Psychologists' challenge is to not spend an inordinate amount of time protecting existing services but, rather, they must innovate at a rate that ensures the value of the profession. (JBJ)

ED 406 618 CG 027 491

Bagnato, Stephen J.
Psychology in Education as Developmental Healthcare: A Proposal for Fundamental Change and Survival.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable:

ED 406 637 CG 027 756

Davis, William E.
Collaborating with Teachers, Parents, and Others To Help Youth at Risk.
PUB DATE- 9 Aug 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; At Risk Persons; Children; Elementary Secondary Education; *High Risk Students; *Integrated Services; Parent School Relationship; Partnerships In Education; *Pupil Personnel Services; School Community Programs; *School Counseling; *School Psychologists
IDENTIFIERS- School Based Enterprises; *School Based Services

During the 1990s, school-based and community-based collaboration efforts to improve the quality of the overall human services delivery system for at-risk children, youth, and their families has grown substantially. The greater responsibilities of psychologists in formulating, implementing, and evaluating school-linked and school-based collaborative models are discussed here. Three major objectives are outlined: (1) to provide school psychologists with a concise overview of contemporary programs and practices which are designed to develop and implement effective collaborative models involving school personnel, youth, families, and community agencies; (2) to identify and to discuss specific substantial obstacles to effective collaboration among school personnel, parents, and representatives of community agencies who work towards more positive student outcomes; and (3) to identify and to discuss specific strategies whereby school psychologists can overcome common obstacles to effective collaboration and can participate more effectively in efforts to promote well-being for all youth and their families. Contains 59 references. (RJM)

ED 406 638 CG 027 757

Davis, William E.
Children and Families "At Promise": A Laudable but Potentially Dangerous Construct.
PUB DATE- 12 Aug 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *At Risk Persons; Children; Criticism; Elementary Secondary Education; *High Risk Students; Models; Pupil Personnel Services; School Psychologists; Semantics
IDENTIFIERS- *Resilience (Personality); Risk Assessment

Criticism of the construct "children and families at risk" has grown substantially in recent psychology and education literature. The practical and the semantic issues surrounding this criticism are explored in this paper. Four major objectives are presented here: (1) to provide psychologists with an increased level of awareness relative to the independent dimensions. (Contains 31 references and 5 tables of data.) (Author/RS)

ED 406 658 CS 012 798

Aarnoutse, Cor
Teaching Reading Comprehension Strategies to Very Poor Decoders in a Listening Situation.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Intermediate Grades; *Listening Skills; *Low Achievement; *Reading Comprehension; Reading Difficulties; *Reading Improvement; Reading Research; *Reading Strategies; *Remedial Reading
IDENTIFIERS- Direct Instruction; Strategic Reading

A study investigated the effectiveness of a listening program using the reciprocal teaching procedure and the direct instruction model. Subjects, 95 9- to 11-year-old students from 6 special schools for children with learning disabilities, were chosen based on their very low scores on a decoding test, low scores on a reading comprehension test, and low or average scores on a listening comprehension test. Subjects were administered pretests, posttests, and retention tests. The 48 students in the experimental group were instructed in a listening program consisting of 20 lessons of 30 minutes each. The 47 students in the control group attended regular reading lessons, which did not contain comprehension strategy instructions. Results indicated that students trained by the program performed better during the posttest on the strategic listening and reading tests than the control group, and the better performance was maintained on the strategy retention tests (3 months after the posttest). Results also indicated no interaction between group and listening level, and no transfer effect to general listening and reading comprehension. (Contains two tables and four figures of data.) (RS)

ED 406 659 CS 012 799

Hong, Min; Stafford, Patsy
Spelling Strategies That Work: Practical Ways to Motivate Students to Become Successful Spellers. Grades K-2.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Class Activities; Classroom Research; Classroom Techniques; Instructional Improvement; *Learning Strategies; Primary Education; *Spelling Instruction; Student Evaluation; *Student Motivation; Student Needs; Teacher Developed Materials; Teaching Methods; Word Lists; Writing Instruction; Writing Workshops
IDENTIFIERS- *Spelling Growth

This book, designed by teachers for teachers, contains activities and assessment ideas for developing a classroom spelling program individualized to meet the needs of each child. The

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Ethnography; Graduate Students; Higher Education; Life Events; *Literacy; Personal Narratives; *School Culture; *Teacher Education; *Teacher Role; Teacher Student Relationship; *Writing Processes
IDENTIFIERS- *Lifewriting; Story Writing

During the last decade, the impact of social sciences on educational theory and practice, and anthropology, in particular, have changed the way in which educators view classrooms, teachers, students, and learning itself. Classrooms are subcultures that require particular behaviors, linguistic patterns, and mind sets for members to succeed; teachers are ethnographers who write descriptions of student behaviors during classroom practices. This close attention to student activity and ability has shifted the focus to a "student-centered" curriculum. A graduate course was designed for teachers to work on their own writing through lessons learned from the recollections of well-known authors. Students read and discuss specific authors and their retrospectives on literacy, share experiences with the writing process in classrooms, and write stories from their own lives. Students learn that they must help children become constant readers, show them the benefits of writing and exploring life experiences about which to write, and promote authorship through book-making and journal writing. (Contains four references.) (CR)

ED 406 679 CS 215 808

Good, Steve; Jensen, Bill
The Student's Only Survival Guide to Essay Writing.
PUB DATE- 95
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Essays; Higher Education; *Rhetoric; Student Needs; Undergraduate Students; *Writing across the Curriculum; Writing Assignments; *Writing Improvement; *Writing Processes; *Writing Skills
IDENTIFIERS- Writing Tasks

Designed primarily with the student in mind, this guide focuses on what the student needs to know about essay writing to survive in college. It details a proven, consistent, and effective method for the preparation of undergraduate essays across the disciplines. Not intended as a textbook, the guide speaks directly to the student, providing step-by-step solutions to the problems of essay writing. The guide presents a comprehensive "plan of attack," taking the student through the complete process of essay writing from the initial assignment to the finished product. Among the topics covered in the guide are: (1) how to generate ideas and topics; (2) how to develop thesis and path statements; (3) how to design the multiple unit essay; (4) how to work with rhetorical approaches; (5) how to shape the body units; (6) writing the research paper; and (7) writing across the disciplines. An extensive section of appendixes covers, in a concise manner, how to correct common errors in student essays and provides general information and reminders. (NKA) social action. The promise of a retooled, outward-oriented critical stance for the rhetorical study of social movements can best grow out of a learning process that places an emphasis on reflexivity, performativity, and transformative engagement with other actors. Collective rhetorical efforts to persuade others of the rightness of a given viewpoint not only impact the audience, but also can have important effects on the speakers themselves. Among various strategies rhetorical critics could undertake are: (1) they could intervene in the field of social action in an attempt to catalyze conversion of defensive collective struggles into full-blown new social movements; (2) they could counter a surging social movement by contributing inventional resources to establish institutions locked in dialectical enjoinment with movement protesters; and (3) they might enter the field of social action as a nonpartisan mediator seeking to unhinge a movement-establishment controversy at loggerheads. Through dialogue between agitator and analyst camps, students could reflect upon and build their intellectual identities; negotiate appropriate goals of action; and invent novel strategies for using rhetorical practice to transform selected political terrain. (Contains 16 notes and 34 references; a sample protest petition and a course description are appended.) (CR)

ED 406 698 CS 509 475

Josephson, Sheree
The Readability, Recall and Reaction to On-Line Newspaper Pages with Visuals and Those Without.
PUB DATE- 24 Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Electronic Publishing; Higher Education; *Illustrations; *Internet; Media Research; *Newspapers; *Photographs; Readability; Recall (Psychology)
IDENTIFIERS- *Visual Communication; Weber State University UT

The importance of visuals to communication is nothing new. Visuals attract more attention, convey more information more quickly, and are more memorable and possibly even more believable than text. What is new in communication is the extensive use of visuals in on-line publications. While visuals take a long time to materialize on the computer screen, this may not always be the case; therefore, it is worthwhile asking how important visuals are to on-line browsers and readers. In a study, 2 on-line publications were viewed by 30 undergraduates at Weber State University. (Utah). About 30% of the subjects had never viewed an on-line publication. Results showed that subjects looking at the visual version spent an average of 14 minutes longer viewing and reading; further, they read more stories in the publication than their counterparts looking at the non-visual version. Results also showed that those viewing the visual version were able to recall slightly more stories than their counterparts. In response to a question after the reading section of the study, participants said they preferred the visual over the non-visual version of the publication. It appears that readers on-line would prefer to have their news prioritized and organized for them in much the same manner as it is currently done in print versions. (Includes 16 notes.)

DESCRIPTORS- *Budgeting; Cost Effectiveness; Costs; Educational Finance; Elementary Secondary Education; *Financial Exigency; *Program Termination; *Public Schools; *Reduction in Force; *Retrenchment
IDENTIFIERS- Downsizing; ERIC Digests

Most public schools, out of financial necessity, have had to reduce costs while maintaining facilities and essential programs and remaining accountable for student outcomes. School downsizing can mean making painful decisions about program elimination and staff layoffs. This digest offers suggestions for using downsizing to some advantage--identifying and reducing programs of limited benefit, making instructional programs more focused and defensible, gathering detailed information about district staff's efforts, and utilizing staff ideas for cutting costs. The digest highlights examples of program ranking systems, such as the four-tier model, that help administrators decide which programs to cut. The digest also identifies what information is most valuable in planning reductions, and identifies who should be involved in the decision-making process. The digest also highlights ways to prevent low staff morale and discusses the effect of downsizing on staff creativity. (Contains six references.) (LMI)

ED 406 718 EA 027 442

Lashway, Larry
The Strategies of a Leader. ERIC Digest, Number 105.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; *Educational Administration; Instructional Leadership; Leadership; *Leadership Qualities; *Leadership Styles
IDENTIFIERS- ERIC Digests

A decade ago, principals were asked to become instructional leaders who exercised firm control by setting goals, maintaining discipline, and evaluating results. Today they are encouraged to act as facilitative leaders by building teams, creating networks, and "governing from the center." Rapid shifts in administrative philosophy can be frustrating for practitioners, especially if they are seeking the one best way to lead. These seemingly contradictory approaches, however, can be viewed as complementary strategies rather than as competing paradigms. This digest outlines the tenets of three broad leadership strategies--hierarchical, transformational, and facilitative. It offers the following guidelines for choosing leadership strategies: (1) leaders should use strategies flexibly; (2) leaders should balance short-term and long-term needs; (3) strategic choices must serve institutional values; and (4) the same action can serve more than one strategy. (Contains nine references.) (LMI)

ED 406 719 EA 027 745

Focus on School Improvement: A Planning Guide.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

inequities between wealthy and poor districts. The study also accounts for geographic differences in education costs and student need among districts, and uses income-per-pupil to measure districts' ability to raise education revenues. On average, wealthy school districts had about 24 percent more total funding per weighted pupil than poor districts. The data showed wide variations in the implicit foundation level that state school-finance policies supported in school year 1991-92; the national average for that year was $3,134 per weighted pupil. The implicit foundation levels of almost all states were less than their state average funding levels. Twenty-five states reported making little or no changes in their targeting of poor districts or state share between 1991-92 and 1995-96. Two tables and five figures are included. Appendices contain formulas for fiscal neutrality, implicit foundation levels, equalization efforts, and equity measures; individual profiles for 49 states; a summary of state survey results; a list of GAO contacts and staff acknowledgments; and a glossary. (LMI)

ED 406 739 EA 028 304

Cornett, Lynn M.; Gaines, Gail
Accountability in the 1990s: Holding Schools Responsible for Student Achievement.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Accountability; Educational Assessment; Effective Schools Research; Elementary Secondary Education; *Incentives; *School Effectiveness; *State Standards

In the 1990s, accountability initiatives emphasize local problem solving and decision making. This report describes recent efforts in Southern Regional Education Board (SREB) states to increase local accountability for student learning, with emphasis on the "reward-and-sanction" programs that some states are including in their education accountability systems. This guidebook describes how SREB states are measuring and reporting progress and identifies the rewards offered for student achievement. Seven states (Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, and Texas) provide financial rewards for raising student achievement. A detailed matrix depicts features of accountability programs in the SREB states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia. The guidebook also describes early outcomes of sanctions and assistance programs. It is recommended that educators and state leaders: (1) get tests and assessments right; (2) balance action with planning and evaluation; (3) make sure that programs are easy to understand; (4) provide help for educators to change; and (5) create a comprehensive accountability program. (LMI)

ED 406 740 EA 028 305

Gaustad, Joan
Nongraded Primary Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 92
NOTE- 5p.
LANGUAGE- English

requirements and the following three abstracts: (1) "Significant Audits and Audit-related Activities"; (2) "Significant Prosecutive Actions Resulting from OIG Investigations"; and (3) "Initiatives Conducted in Response to Congressional Requests." Six statistical tables, a glossary of abbreviations, and contact information are included. (LMI)

ED 406 759 EA 028 345

ACHIEVE: A Resource Center for Governors and Business Leaders on Academic Standards, Assessments, Accountability, and Technology. 1997 Annual Report.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 27 Mar 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Corporate Support; *Educational Assessment; Educational Technology; Elementary Secondary Education; Evaluation Criteria; Instructional Improvement; Partnerships in Education; *School Business Relationship; *State Action; *State Standards

"Achieve" is an independent, nongovernmental organization that was created out of the March 1996 National Education Summit. The summit was convened by the National Governors' Association and the International Business Machines (IBM) Corporation. Achieve's goal is to sustain the momentum generated at the national summit and to support governors and business leaders in their standards-based school-improvement efforts. Achieve will undertake five strategies to meet its mission: (1) provide public leadership in support of standards-based reform; (2) develop and maintain a national clearinghouse on standards, assessments, and accountability systems used by states and countries; (3) offer a voluntary benchmarking program to compare standards and assessment tools among states and countries; (4) furnish technical assistance; and (5) publish an annual public report on progress made toward meeting the commitments. This annual report marks the first anniversary of the 1996 National Education Summit. The report emphasizes two broad themes--productive partnerships and commitments kept. Contents are based on a survey that asked governors and business leaders about their past year's activities. Four sections describe state summits, the commitments kept by the private sector and by individual states, and governors' statements about education. The importance of higher academic standards, assessments, and accountability systems is recognized as a priority throughout the nation. (LMI)

ED 406 760 EC 305 377

Wilcox, Daryl J.; Wigle, Stanley E.
Mainstreaming Revisited: 20 Years Later.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; *Cost Effectiveness; *Delivery Systems; *Disabilities; *Educational Trends; Elementary Secondary Education; Followup Studies; Inclusive Schools; *Mainstreaming; Mild Mental Retardation; Program Costs; School Districts; Special Classes; *Student Placement; Teacher Education; Trend

based learning; (2) providing extensive practice in taking different types of tests; and (3) producing curriculum for students with hearing impairments that uses specific test-taking strategies for enhancing test-taking abilities. (Contains 19 references.) (CR)

ED 406 778 EC 305 471

LaSasso, Carol J.; Metzger, Melanie A.
Parents as Partners for Preparing Deaf Students for Bi-Bi Educational Programs.
PUB DATE- Mar 97
NOTE- 9p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Sign Language; Biculturalism; Bilingual Education Programs; *Cued Speech; *Deafness; Educational Strategies; Elementary Secondary Education; Hearing Impairments; *Language Acquisition; Manual Communication; Parent Role; *Parents as Teachers; *Partial Hearing; Program Effectiveness; Teaching Models
IDENTIFIERS- *Bilingual Bicultural Model

This paper describes Bilingual-Bicultural (BiBi) instructional programs for students with hearing impairments and proposes a model for BiBi instruction which uses parents as partners with instructors to develop the linguistic abilities of hearing-impaired students. In the model, traditionally spoken languages are conveyed via cued speech instead of manually coded English (MCE) systems on the basis of three advantages of cued speech over MCE systems: (1) task differences in learning to cue or sign English; (2) how completely signs and cues convey English; and (3) the energy needed by fluent signers or cuers to convey English to children with hearing impairments. Because of their proximity to the child during the optimum language learning period (ages birth to 6), parents are described as being in the best position to serve as linguistic role models and interact naturally with the child in developing a first language. The importance of utilizing the strengths of parents to develop their child's competence in a native home language is emphasized. Contains 17 references. (CR)

ED 406 779 EC 305 472

Luft, Pamela
Visual Activities Using the Internet: Enhancing Experiential Learning, Concept Development, and Literacy.
PUB DATE- Mar 97
NOTE- 10p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)

diagnose visual impairments in infants, and clinical vision assessment for infants with severe and multiple disabilities. Section 4 describes hearing loss, assessments, and interventions and audiological tests for infants with multiple disabilities. Gross motor development in infants with multiple disabilities and medications and medical interventions are reviewed in section 5. The sixth section provides strategies for beginning communication, vignettes describing four infants who are deaf-blind, and the rationale for an integrated therapy model. Transition to preschool is highlighted in the last section. Blank forms are attached for self reviews and disability identification. (Each section includes references.) (CR)

ED 406 796 EC 305 498

Schultze, Betty R.; Dice, Marvin L.
Training Students from the Caribbean and Central America as Special Education Teachers.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Disabilities; Elementary Secondary Education; Foreign Countries; Higher Education; *Latin Americans; *Preservice Teacher Education; Program Design; Program Effectiveness; *Special Education Teachers; *Teacher Certification; Teacher Recruitment; Teacher Supply and Demand
IDENTIFIERS- *Caribbean; *Central America; Georgetown University DC

This paper describes the results of a two-year program to train 25 students from countries in Central America and the Caribbean in the area of special education. The program was administered by Georgetown University's Center for Intercultural Development (Washington, D.C.) and funded by the United States Agency of International Development. Specific information about disabilities and the lack of special education in the Caribbean and Central American countries is provided; the need for special education teachers is also discussed. The purposes of the program, student recruitment and selection, and the program's administrative structure are also reviewed. The need for students to become change agents in their countries and communities is noted. The paper also describes the training the students received and the activities that were provided for the students to help them experience the United States. (CR)

ED 406 797 EC 305 499

Sabornie, Edward J.; deBettencourt, Laurie U.
Teaching Students with Mild Disabilities at the Secondary Level.
PUB DATE- 97
NOTE- 383p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Behavior Disorders; Behavior

educational program alternatives, academic support services, and educational and psychological implications of alternative school placements; (7) literacy development of children with deafness; (8) the relationship between language and thinking, and evidence concerning verbal and nonverbal creativity of children with deafness; and (9) personality and emotional growth during the school years, influences of siblings, and mental health issues. Information sources and organizations serving children with deafness are provided, along with illustrations of everyday signs. (Contains 72 references.) (CR)

ED 406 814 EC 305 520

Baumer, Bernice H.
How To Teach Your Dyslexic Child To Read: A Proven Method for Parents and Teachers.
PUB DATE- 96
NOTE- 163p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; Case Studies; Drills (Practice); *Dyslexia; Educational Strategies; Elementary Education; Lesson Plans; *Phonics; Reading Improvement; *Reading Instruction; *Spelling; Tutoring; Word Lists

Designed for parents and teachers of students with dyslexia, this book uses accessible terms, charts, graphics, and lesson plans to provide step-by-step instructions for teaching reading. Part 1 of the book discusses different types of learning disabilities, followed by case studies that illustrate how children overcame each particular disability. Part 2 describes how a child with dyslexia should be taught from kindergarten through the third grade. It also gives detailed instructions for teaching phonics, spelling, and syllabication. Part 3 contains the pictures, charts, and wordlists that are an integral part of tutoring the child. Word charts are for practice in recognizing and pronouncing phonics sounds, and syllable sheets are for practice in dividing words into syllables and learning how to spell them. The book addresses how to discover the child's learning pace, how to lengthen a child's short attention span, how much drill and review are necessary once a phonics concept has been introduced, and how to teach vocabulary words. An appendix includes publishers' names and addresses. (CR)

ED 406 815 EC 305 521

Rosin, Peggy; And Others
Pathways: A Training & Resource Guide for Enhancing Skills in Early Intervention Service Coordination Training Guide and Videotape .
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 269p.; Developed through the Pathways: Service Coordination Inservice Project. Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

(Second Language); Federal Aid; Higher Education; Inservice Teacher Education; Instructional Materials; Lesson Plans; *Limited English Speaking; *Literacy Education; *Mathematics Education; Problem Solving; Program Descriptions; *Science Education; Second Language Programs; Skill Development; Videotape Recordings

IDENTIFIERS- Content Area Teaching

The curriculum guide for the Academic Language and Literacy Training Project (ALLT) developed at Georgia State University is presented in this report. ALLT was a federally-funded training project designed to improve and extend the specialized training of Georgia teachers of limited-English-proficient students in the core curriculum areas of mathematics and science. The project provided teachers with a curriculum integrating academic language, literacy, critical thinking, and problem-solving skills for LEP students with math and science content. Project products included a teacher development curriculum (presented here), videotape and guide, model lesson plans, and final report. The curriculum is designed for either on-site or distance learning, and consists of 12 sessions. Materials provided for each session include a list of general purposes, language objectives and needed materials, introductory notes, suggested general class activities, and lists of objectives, materials, and activities for mathematics and science content. Some worksheets are also included with each session outline. An outline of the site facilitator's role is appended. Contains 34 references and a bibliography of 19 project-related publications. (MSE)

ED 406 835 FL 024 491

Wen, Xiaohong

Multimedia Contextual Cues and Listening Comprehension: The Interactive Multimedia Listening Comprehension Program.

PUB DATE- Nov 96

NOTE- 17p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (30th, Philadelphia, PA, November 22-24, 1996).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Authoring Aids (Programming); *Chinese; *Computer Assisted Instruction; *Computer Software; *Context Clues; Instructional Materials; *Listening Comprehension; Material Development; *Multimedia Instruction; Program Descriptions; Second Language Instruction

This paper describes a computerized listening comprehension text created using an authoring system and designed for intermediate students of Chinese as a second language. The 12 lessons, enhanced with sound, animated visuals, and feedback, guide students in using appropriate top-down and bottom-up processing strategies to improve listening comprehension. Four listening skills are targeted: skimming; scanning; word inference; and distinguishing sounds. Lessons begin with pre-listening or advance organizer activities, then proceed to skimming, scanning, and word inference. A study using the materials had as subjects 11 American university students of Chinese. The students made steady progress through the semester, as indicated by gains in quiz scores. The students appeared to use many visual cues and word knowledge in their listening comprehension, performing most tasks correctly when visual cues were present. However, item analysis suggests the students need

DESCRIPTORS- Business Communication; Case Studies; Citizenship Education; Cultural Context; Educational Environment; Elections; Elementary Secondary Education; Foreign Countries; Identification (Psychology); Language Patterns; *Language Role; *Literacy; Literacy Education; Migrants; Policy Formation; *Public Policy; *Racial Segregation; Regional Characteristics; Rural Areas; School Personnel; Sex Differences; *Sociocultural Patterns; *Work Environment
IDENTIFIERS- Language Brokering; *South Africa; Taxicab Drivers; Taxicabs

Essays on literacy patterns and practices in South Africa include: "Literacy, Voter Education and Constructions of Citizenship in the Western Cape During the First Democratic National Elections in South Africa" (Mastin Prinsloo, Steven Robins); "Literacy, Knowledge, Gender, and Power in the Workplace on Three Farms in the Western Cape" (Diana Gibson); "Literacy and Communication in a Cape Factory" (Mignonne Breier, Lynette Sait); "Communicative Practices of the Service Staff of a School" (Kathy Watters); "Literacy Mediation and Social Identity in Newtown, Eastern Cape" (Liezl Malan); "Cultural Brokers and 'Bricoleurs' of Modern and Traditional Literacies: Land Struggles in Namaqualand's Coloured Reserves" (Steve Robins); "Literacy Learning and Local Literacy Practice in Belville South" (Liezl Malan); "'We Can All Sing, But We Can't All Talk': Literacy Brokers and 'Tsotsi' Gangsters in a Cape Town Shantytown" (Ammon China, Steve Robins); "Literacy, Migrancy, and Disrupted Domesticity: Khayelitshan Ways of Knowing" (Phumza Mpoyiya, Mastin Prinsloo); "'We Are Waiting/This Is Our Home': Literacy and the Search for Resources in the Rural East Cape" (M.J. McEwan, Liezl Malan); "Taking Literacy for a Ride--Reading and Writing in the Taxi Industry" (Mignonne Breier, Matsepela Taetsane, Lynnette Sait); and "Literacy Practices in an Informal Settlement in the Cape Peninsula" (Catherine Kell). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 855 FL 801 140

Van Duzer, Carol
Improving ESL Learners' Listening Skills: At the Workplace and Beyond. ERIC PAIE Q & A.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- Feb 97
NOTE- 6p.; A product of the Project in Adult Immigrant Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Adult Learning; Class Activities; Cognitive Processes; *English (Second Language); *Language Processing; *Listening Comprehension; *Listening Skills; Second Language Instruction; Skill Development; *Vocational English (Second Language); *Work Environment

Listening is a critical element in the competent language performance of adult second language learners. Listening is a demanding process, because of both the process itself and factors that characterize the listener, speaker, message content, and any accompanying visual support. The speaker's use of colloquial language and reduced forms, familiarity of content, and ability to interpret visual supports also affect comprehension. Although once labeled a passive skill, listening characteristics, use of financial aid, and graduate school and employment experiences; (6) student performance on graduate and first-professional school admissions tests; (7) student financial aid for graduate and first-professional students, including data on type of program, institutional characteristics, tuition and financial need, type and source of award, and college experiences; (8) characteristics of doctoral degree recipients; (9) representation of African Americans among college and university faculty; and (10) participation in adult education. A brief concluding chapter asks how lessons learned from the past can be used to chart future progress. A glossary is appended. (CH)

ED 406 872 HE 029 990

Davis, Jerry Sheehan, Ed.
Student Aid Research. A Manual for Financial Aid Administrators.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Data Collection; Databases; *Educational Finance; Enrollment Management; Evaluation Methods; Financial Aid Applicants; Financial Support; Higher Education; *Research Methodology; Research Proposals; Research Skills; Research Tools; Research Utilization; School Business Officials; School Holding Power; *Student Financial Aid; Student Financial Aid Officers; Student Loan Programs; Surveys; Tuition

This manual contains nine articles intended to assist student financial aid professionals in conducting research. Initial chapters provide basic information for those starting to do such research while later chapters deal with more complex issues. Some chapters include appendices that provide examples of the techniques under consideration. from basic information to complex issues. Chapter titles are: (1) "Doing Research and Writing About It: Suggestions for Financial Aid Administrators" (Jerry Sheehan Davis); (2) "Promoting and Conducting Campus-Based Financial Aid Research" (Harvey P. Grotrian; (3) "Compiling and Reporting Financial Aid Data" (Dallas Martin and Joseph A. Russo); (4) "Conducting Survey Research" (Arthur C. Wolfe); (5) "Models and Simulations in Financial Aid Administration and Research" (John Curtice); (6) "National Data Bases for Student Aid Researchers" (Laura Greene Knapp); (7) "Assessing the Impact of Student Financial Aid on First-Time Enrollment Decisions" (Edward P. St. John and Patricia Somers); (8) "Analyzing the Role of Financial Aid in Student Persistence" (Patricia Somers and Edward P. St. John); (9) "Enrollment Goals, Tuition Pricing, and Institutional Aid Commitments" (Nathan Dickmeyer). Contains 17 tables and 6 figures. (Individual chapters contain references.) (CH)

ED 406 873 HE 030 031

Sorochty, Roger W.; de Garcia, Isis Carbajal
Avoiding Improper Candidate Search Strategies.
PUB DATE- Feb 97
NOTE- 14p.; Paper presented at the Annual Conference on Law and Higher Education (18th, Clearwater Beach, FL, February 13-16, 1997).

Enrollment Trends; Financial Aid Applicants; Graduate Study; *Higher Education; Private Colleges; Public Colleges; Statistical Data; Student Financial Aid; Transfer Students; Tuition

IDENTIFIERS- *North Carolina

This statistical abstract presents 84 tables and 17 graphs that profile the current status of public and private higher education in North Carolina. Data were gathered from a survey conducted in the summer and fall of 1996. The tables and graphs contain both current and trend data on enrollment (including headcount, full-time equivalent, and out-of-state student data), undergraduate transfers (both within and from outside the state), degrees conferred, faculty (including academic rank and gender), library resources (including holdings and expenditures), costs to students, admissions (including average standardized test scores, applications, and acceptances), student financial aid (including grants, loans, and work-study), and student housing (including capacity and utilization). Three appendixes provide information on data sources, definitions of terms, and discipline categories. (MDM)

ED 406 892 HE 030 050

Report to the Maryland General Assembly on UMS Institutional and System Identities.

PUB DATE- 4 OCT 96

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational History; *Governing Boards; Higher Education; Public Policy; *State Universities

IDENTIFIERS- Institutional Distinctiveness; *Names; University of Maryland; *University of Maryland System

This report examines the use of the name "University of Maryland System" (UMS) to characterize the state's university system and its 13 institutions. It is noted that the UMS name is somewhat misleading, in that it suggests that the system comprises only the seven institutions with "University of Maryland" in their name. The system name is often truncated as "University of Maryland," a name that many associate with the University of Maryland at College Park and the University of Maryland at Baltimore. A brief history of the university system and its constituent institutions is presented, along with name changes and proposed name changes offered in recent years. The UMS Regents recommend that the UMS name be changed to "University System of Maryland" to clearly distinguish the system from the components. They also recommend that the System Administration be renamed "System Headquarters," and endorse the following proposed changes: Center for Environmental and Estuarine Studies to University of Maryland Center for Environmental Science, Towson State University to Towson University, University of Maryland at Baltimore to University of Maryland, Baltimore, and University of Maryland College Park to University of Maryland, College Park. (MDM)

ED 406 893 HE 030 065

DesJardins, Stephen L.; And Others

Modeling the College Application Decision Process in a Land-Grant Institution.

PUB DATE- Mar 97

NOTE- 23p.; Paper presented at the Annual Meeting of the American

PUB DATE- 97
NOTE- 371p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- College Administration; Educational Administration; Educational Policy; *Educational Research; *Educational Trends; Foreign Countries; Global Approach; *Higher Education; International Organizations; Research and Development; Theory Practice Relationship
IDENTIFIERS- Africa; Asia; Australia; Canada; Caribbean; China; Europe; Japan; Latin America; Middle East; New Zealand; Russia; United States

This collection of 15 essays provides a state of the art report on research activities in higher education since the early 1980s. It includes: (1) "Research on Higher Education: Global Perspectives" (Philip G. Altbach); (2) "Research on Higher Education in Sub-Saharan Africa" (Corbin Michel Guedegbe); (3) "Research on Higher Education in a Multitude of Systems: The Case of the Arab Region" (Shafiqa E. Abbas); (4) "Research on Higher Education in South Asia: Old Problems and New Challenges" (N. Jayaram); (5) "Research on Higher Education in Latin America and the Caribbean: A Quest for Increased Coordination and Relevance" (Carmen Garcia Guadilla); (6) "Research on Higher Education in Western Europe: From Policy Advice to Self-Reflection" (Edgar Frackmann); (7) "Research on Higher Education in Central and Eastern Europe: Accumulated Experiences and New Frameworks" (Hanna Jablonska-Skinder and Jan Sadlak); (8) "Research on Higher Education in Australia and New Zealand" (Martin Hayden and Sharon Parry); (9) "Research on Higher Education in a Decentralized Academic System: The Case of Canada" (Glen A. Jones); (10) "Research on Higher Education in China" (Zhou Nanzhao and Chen Fangping); (11) "Research on Higher Education in Japan" (Akira Arimoto); (12) "Issues and Prospects for Research on Higher Education in the Russian Federation" (Nikolai D. Nikandrov); (13) "Research on Higher Education in a Mass and Diversified System: The Case of the United States (James C. Hearn); (14) "Research on Higher Education and the Activities of International Organizations: Multiplicity of Interests, Needs and Forms" (Klaus Hufner and others); and (15) "Higher Education as an Object of Research: A Reflection" (Jan Szczepanski). (Individual essays contain references.) (MDM)

ED 406 912 HE 030 086

Bolender, Ronald
The Evaluation of Institutional Goals for Freshman Seminar at Mount Vernon Nazarene College.
PUB DATE- Jan 94
NOTE- 51p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Persistence; Church Related Colleges; *College Freshmen; Educational Objectives; *Grade Point Average; Higher Education; Organizational Objectives; *School Holding Power; *Seminars; *Study Skills
IDENTIFIERS- *Freshman Seminars; *Mount Vernon Nazarene College OH

This study evaluated the stated and real goals of the freshman seminar course at Mount Vernon Nazarene College in Mount Vernon, Ohio. The stated goals for the course, as presented to parents and prospective students, were the enhancement of study skills, strategies for improving grades, and students' overall experiential-learning program. The study found that: (1) although graduates generally believed themselves to have good interpersonal and political skills, they felt less prepared when confronted by unfamiliar institutional milieus; (2) that while they were confident of their ability to apply student development theories, they had less confidence in their ability to engage in professional-level dialogue; and (3) that preparation levels varied for situations involving budgeting, legal issues, and multiculturalism. (CH)

ED 406 933 HE 030 109

Review of Florida's Eminent Scholar and Major Gift Challenge Grant Programs. Report No. 96-01.
PUB DATE- 8 Jul 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Corporate Support; Donors; *Educational Finance; *Endowment Funds; Foundation Programs; Fund Raising; *Grants; Higher Education; Investment; Partnerships in Education; *Philanthropic Foundations; Private Financial Support; Scholarship Funds; *Scholarships; School Business Relationship; Trusts (Financial)
IDENTIFIERS- *Challenge Grants; *Florida; Gifts

This audit report presents results of a review of the Florida Eminent Scholar and Major Gift Challenge Grant Programs. In four chapters the report: (1) reviews the purpose, scope, and background of the programs; (2) looks at program successes, fees, and expenditures, noting that the programs have raised $219 million in private donations to support 707 major gift endowments and 148 eminent scholar chairs; (3) compares Florida's programs to those in other states and finds that not only do fewer than half have similar challenge grant programs but that Florida's program provides more funds; and (4) lists policy options that call for eliminating or reducing funding, raising endowments needed for chairs, and/or providing funding incentives for universities that have few endowments. Among recommendations offered are establishing an appropriate range of administrative fees for managing endowment funds and reviewing fees charged by foundations. Appended to the report is a response by the chancellor of the state university system. Fourteen tables summarize the data. (CH)

ED 406 934 HE 030 110

Bolender, Ronald
A Leadership Development Action Plan for Improving the Preparedness Levels of Prospective Students for the Academic Experience at MVNC.
PUB DATE- Feb 94
NOTE- 115p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admissions Counseling; Church Related Colleges; College Bound Students; *College Preparation; Counseling Services; Educational Counseling; Educationally Disadvantaged; High Schools; Higher Education; Leaders Guides; Leadership Training; *Planning; Rural Environment; School Orientation; Staff Development; *Student Personnel Services; Transitional

performance groups. Criteria used to score study activities are appended. (Contains 40 references.) (MSE)

ED 406 953 HE 030 172

Schwartz, Linda; Gredler, Margaret
The Effects of Goal-Setting Instruction on Self-Efficacy for Self-Regulated Learning (SESRL) in Undergraduate Classrooms.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Instruction; *Goal Orientation; Higher Education; Instructional Effectiveness; Instructional Materials; *Self Efficacy; *Self Management; Student Development; Undergraduate Study
IDENTIFIERS- *Goal Setting

A study investigated the effects of instructional materials for goal-setting on students' goal-analysis skill, goal-setting habits, and self-efficacy for self-regulated learning (SESRL). Subjects were 75 junior and senior college students in a required health science course, randomly assigned to use either one of two sets of self-instructional materials: (1) goal-setting studies or (2) case studies in health science. Both groups were pre- and posttested on SESRL and goal-setting, and posttested on goal analysis skill. Instruction for each group lasted 4 weeks. Posttest results indicated that goal-setting instruction was efficient and effective in teaching basic concepts about the nature and purposes of goals, types of goals, and the qualities of effective goals. The treatment group outperformed the control group on the goal-analysis posttest. Instruction did not affect goal-setting habits significantly; several possible explanations are offered. However, the group receiving goal-setting instruction scored significantly lower than the control group on the SESRL measure, an unanticipated finding, suggesting the need for further research. (Contains 23 references.) (MSE)

ED 406 954 HE 030 173

Grayson, J. Paul
The Strike from the Students' Viewpoint.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Activism; Anxiety; College Environment; *College Faculty; *College Students; *Conflict Resolution; Cost Effectiveness; Focus Groups; Foreign Countries; Higher Education; Organizational Communication; Stress Variables; *Student Attitudes; Student School Relationship; *Teacher Strikes
IDENTIFIERS- Canada; *York University ON

In the fifth and sixth weeks of a faculty strike at York University (Ontario), a survey was undertaken to assess student perceptions of the strike, its benefits, and its costs. Respondents were 502 randomly selected full-time undergraduate students in several disciplines. Survey questions were developed in student focus groups. The report describes the

PUB DATE- 20 Dec 91
NOTE- 142p.; For volumes II-VI, see IR 018 324-328; for the 1984-1992 study (phases I-IV), see IR 019 319-322; for the 1984-1992 summary report, see ED 348 951.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Computer Software; Computer Uses in Education; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; Instructional Materials; Interviews; Measurement Techniques; *Program Evaluation; Program Implementation; Questionnaires; School Surveys; State Programs; Summative Evaluation
IDENTIFIERS- *California Educational Techn Assessment Prog; Technology Integration

This report, the first in a series of six, was developed during Phase II of California's Educational Technology Programs. School-based educational technology projects that were assessed for the study were funded in 1989-90 and implemented in 1990-91. The results from the following staff-developed assessment instruments and evaluation procedures are presented in this report: (1) School-Based Grant Self-Assessment Inventory; (2) student surveys; (3) teacher surveys; (4) interview inventories; (5) case studies; (6) School Profile Page of each project applications; (7) California Technology Project (CTP) Self-Assessment Inventory; (8) Instructional Television (ITV) Self-Assessment Inventory; and (9) Level II and Level I Model Technology School Project Self-Assessment Inventories. A three-tiered plan was used for data collection as follows: Tier One--survey assessment of all schools funded during Phase I (285 sites returned completed surveys); Tier Two--in-depth assessment of a representative sample of 30 school-based projects; and Tier Three--case studies of 11 selected projects. A Profile of the First Phase of School-Based Technology Grant Projects is appended together with copies of the evaluation instruments used. Findings from the Self-Assessment Inventories, telephone interviews, teacher and student surveys, and visitations to 12 school sites are summarized according to planning; content; implementation and staff development; support resources; funding support; supporting and implementing factors; cost benefits; and outcomes. Recommendations for planning, funding, staff development, evaluation, and dissemination are also included. (AEF)

ED 406 972 IR 018 324

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume II: Model Technology Schools, Level I.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 238p.; For volumes I-VI, see IR 018 323-328; for the 1984-1992 study (phases I-IV), see IR 018 319-322; for the 1984-1992 summary report, see ED 348 951.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Computer Uses in Education; Curriculum Development; Educational Research; *Educational Technology; Evaluation Methods; Formative Evaluation; Measurement Techniques; Program Evaluation; Questionnaires; School

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Business Education; *Classroom Techniques; Competency Based Education; Computer Software; Computer Uses in Education; Cooperative Education; Critical Thinking; Cultural Pluralism; Demography; Desktop Publishing; Discipline Problems; Distributive Education; *Education Work Relationship; Educational Change; *Educational Practices; Educational Quality; Educational Technology; Educational Trends; Flexible Scheduling; Foreign Countries; Global Approach; Higher Education; Information Literacy; Information Networks; Intermediate Grades; Interpersonal Competence; Keyboarding (Data Entry); *Marketing; Merchandising; Middle Schools; Multimedia Instruction; Office Occupations Education; Problem Solving Florida; North Carolina
IDENTIFIERS- Florida; North Carolina

This proceedings includes the following papers: "Dealing with Discipline Problems in Schools" (Allen); "Developing Global Awareness" (Arnold); "Desktop Publishing Using WordPerfect 6.0 for Windows" (Broughton); "Learn and Earn" (Cauley); "Using the Computer to Teach Merchandising Math" (Clodfelter); "Schoolwide Network Makin' It Happen" (Crews); "Continuous Improvement Instruction for Business and Marketing Education" (Gaither); "Two Year Colleges" (Giovannini); "Alternative Scheduling in Marketing Education" (Greaven); "Makin' It Happen Using Portfolios as a Teaching Strategy" (Hall); "Tech-Prep Evaluation Helps Make It Happen for Us in Florida" (Hammons); "Peanut Butter and Jelly Sandwich" (Henson); "Diversity of Cultures in the Classroom" (Holsey, Asselin); "Perceptions by Secondary Lead Business and Office Education Instructors of the North Carolina Vocational Competency Achievement Tracking Systems (VoCATS)" (Jewell); "Managing Your Achilles' Heel" (Jones); "Real-World Telecommunications for Business and Marketing Education" (Joyner et al.); "Business Education Classroom Demographics and Segmentation" (Klayton); "Improving Interpersonal Skills through Cooperative Learning" (Anderton-Lewis, King); "Making Marketing Happen in the Middle Schools" (Love-Wilkes); "Creative and Critical Thinking Strategies for Participating in a Global Economy" (Luckey); "Enhancing the Entrepreneurial Skills of Business Education Students" (Luft); "Jazzy Presentations" (Lush, Alexander); "Successfully Navigating Communication Channels" (Lush, Thompson); "North Carolina JobReady System" (Martin); "Makin' Your Marketing Personality Work for You" (McPherson); "Project AIME: Academies of International Marketing Education" (O'Brien); "Information Overload or Information Literacy?" (Reaves); "Increase Revenue and Reduce Expenses Using Cross Marketing" (Ricci, Coe); "Trends for Business Education" (Robertson); "EMC Middle School Keyboarding" (Sherron); "Tricks of the Trade" (Skelton, Quesenberry); "Local Area Networks" (Stephens); "How to Do Business in Southeast Asia" (Swisher); "Making Quality Happen in Business and Marketing Education" (Swope, Wrisley); "Training and Development" (Truell); "Stress Management" (Truell); "You Can Make It Happen with Voice Recognition Technologies" (Wallace); "Makin' It Happen through Service Learning in Teacher Education" (Wells, Fischetti, Dittmer); "Developing and Projecting a Professional Business Image" (Wheatley); and "Connected in Business Education (Wilson). (MN)

ED 406 525 CE 073 731

Wallace, Ivan, Ed.
Partnerships for Workforce Development in Business and Marketing

PUB DATE- 96
NOTE- 292p.; Developed by Crossroads Educational Consortium.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; *Competence; Competency Based Education; Design; *Drafting; Electronic Technicians; *Electronics; Engineering; Evaluation Methods; High Schools; Learning Activities; *Machinists; Occupational Clusters; *Occupational Information; Postsecondary Education; Student Evaluation; *Task Analysis; Tech Prep; Technical Occupations; Trade and Industrial Education; Two Year Colleges; Vocational Education
IDENTIFIERS- Virginia

Developed in Virginia, this publication contains task analysis guides to support selected tech prep programs that prepare students for careers in the engineering, trade, and technical cluster. Three occupations are profiled: drafting and design technology, precision machining technology, and electronics technology. Each guide contains the following essential elements: (1) an occupational task list derived from a panel of local workers or employers (occupational analysis); (2) a list of courses and programs that make up the tech prep program; (3) a collection of secondary and postsecondary instructional objectives and performance measures that reflect the occupational analysis; and (4) a list of resources that can be used to support instruction. The task lists are comprised of a duty area, a task or competency, a performance objective, a performance measure, and enabling objectives and activities. (KC)

ED 406 543 CE 073 769

Health and Human Services Cluster. Task Analyses. Physical Therapist Aide and Physical Therapist Assistant. A Competency-Based Curriculum Guide.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.; Virginia State Dept. of Community Colleges, Richmond.
PUB DATE- 96
NOTE- 170p.; Developed by Southside Virginia Tech Prep Consortium.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Community Colleges; *Competence; Competency Based Education; Evaluation Methods; High Schools; Learning Activities; Occupational Clusters; *Occupational Information; *Physical Therapy Aides; Postsecondary Education; Student Evaluation; *Task Analysis; Tech Prep; Two Year Colleges; Vocational Education
IDENTIFIERS- Virginia

Developed in Virginia, this publication contains task analysis guides to support selected tech prep programs that prepare students for careers in the health and human services cluster. Occupations profiled are physical therapist aide and physical therapist assistant. Each guide contains the following elements: (1) an occupational task list derived from a panel of local workers or employers (occupational analysis); (2) a collection of secondary and postsecondary instructional objectives and performance measures that reflect the occupational analysis; (3) a list of resources that can be used to support instruction; and (4) a list of courses and programs contexts, and community and civic life. There are eight learning outcomes in each Reading and Writing Module, four related to writing and four to reading. The assessment criteria give the detailed criteria for satisfying the learning outcome. In the Reading and Writing Modules, all the assessment criteria must be covered in one task or activity, although activities/tasks may take place over a period of time. The assessment criteria are grouped under headings which make the organizing principles explicit. The assessment criteria for writing are grouped according to writing process, purpose, structure, length or complexity, and mechanics. The assessment criteria for reading are grouped according to purpose, comprehension, application and critique. Information is provided on writing assessment and reading assessment criteria. The conditions of assessment describe the conditions under which assessment should take place. For each learning outcome, information on the content and knowledge underpinning the learning outcome is included. Examples of assessment activities/tasks are included for each learning outcome. Descriptions of the four levels of the CGEA conclude this publication. (YLB)

ED 406 561 CE 073 823

The Oral Communication Stream. CGEA Information Sheet No. 4.
PUB DATE- 97
NOTE- 6p.; For related documents, see CE 073 822-825.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Educational Certificates; Evaluation Criteria; Evaluation Methods; Foreign Countries; General Education; *High School Equivalency Programs; Learning Modules; *Literacy Education; *Speech Communication; Speech Curriculum; Student Certification; Student Evaluation
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This information sheet describes Oral Communication, one of four streams or subject areas offered in the Certificates in General Education for Adults (CGEA) in Australia. The stream is organized around some purposes for which oral language is used in social life: active listening, practical purposes, and problem solving and exploring issues. Each module has three learning outcomes--one for each purpose. All the assessment for a learning outcome does not have to be met in the one task or activity. The underpinning knowledge is organized around aspects of the form of language used. Although the learning outcomes can be taught separately, the recommendation is to develop curriculum that integrates streams. Tasks used to assess oral communication must be authentic, culturally appropriate, purposeful and meaningful, and reflect outside practices specific to the needs and goals of individual adult learners. Methods can include teacher observation, peer evaluation, discussions, and group and peer work. A chart lists the four levels within the stream with corresponding assessment criteria for each of the three learning outcomes: active listening, oracy for practical purposes, and oracy for exploring issues and problem solving. Information is provided on reading the learning outcome details, including assessment criteria, content and underpinning knowledge, conditions of assessment, and assessment tasks. (YLB)

ED 406 562 CE 073 824

PUB DATE- Mar 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Allied Health Occupations Education; *Cognitive Processes; *Cognitive Structures; Concept Formation; *Fire Fighters; Foreign Countries; Problem Solving; Q Methodology
IDENTIFIERS- *Canada; *Emergency Response Services

A 47-item structured Q-sort methodology was used to identify and analyze the frameworks held by experienced emergency response personnel. The questionnaire was designed to determine the following: the characteristics/behaviors considered important by people within specific fields of emergency response; differences between individuals within a specific field; and extent of agreement/disagreement between members of different groups of emergency respondents. The study sample included 13 marine fire fighting trainees, 14 industrial fire fighting trainees, 34 hazardous materials response trainees, and 36 land-based fire fighters undergoing marine fire fighting training. On the basis of their responses to the questionnaire, the four groups were determined to consist of individuals with two, two, five, and four different types of frameworks, respectively. All respondents essentially agreed on the importance of characteristics associated with teamwork, personal responsibility, and problem solving. With the exception of the marine fire fighters, all groups agreed with the items "risk taker-action oriented" and "forceful personality." The Q-sort methodology was concluded to be a feasible way of identifying differences in the frameworks of different groups of emergency response personnel, and it was recommended that the issue of frameworks be incorporated into emergency response training. (Contains 10 references) (MN)

ED 406 581 CE 073 875

Lewis, Robert
Looking for Work in All the Right Places.
PUB DATE- May 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Adult Education; Career Education; Career Information Systems; *Computer Mediated Communication; Databases; *Employment Opportunities; *Employment Services; Information Dissemination; *Internet; *Job Banks; Job Placement; *Job Search Methods; Occupational Information; Older Adults; Retirement

Internet job banks have grown into a huge, global employment exchange. More than 1 million job openings are now advertised on 5,000 Internet sites. Employers can fill jobs faster and at less expense; job seekers can circulate resumes cost-free to employers across the country. Employment tools for job-seekers range from job listings to career development aids. Lists are organized by states, occupations, and industries. Employment sites work in different ways: inviting people to "post" their resume by filling out an online electronic form, providing job-search help, or notifying job-seekers automatically when an opening in their field comes up. Most job bank services are free. Using a job bank does not require technical expertise, century and "psychology in the schools" of the 21st century; (2) the critical need for education reform, and the potential impact of such reforms on psychology in the schools; (3) the need to develop a science and research agenda for the 21st century; (4) the needed changes in professional roles and service delivery models for school psychological services for schools of the future; (5) examinations of the education and training of psychologists in the schools across the spectrum of graduate, doctoral, and postdoctoral programs; (6) ethics; and (7) giving psychologists a vision of the future of psychology in schools. The greatest opportunities for psychology in the schools in the 21st century lie with the adding of value to every school psychological service, exclusive of its costs. To create added value, psychologists in the schools must have desire, agency, and will power--but this is not enough. They also need the necessary skills to overcome the obstacles that will stand in their way. "A Formula for the Future" is advanced, which involves balancing logic, emotion, and character. (JBJ)

ED 406 600 CG 027 473

Jackson, John H.
Psychology in Schools Is Indispensable: An Administrative Perspective.
PUB DATE- 96
NOTE- 5p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p55-58; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Organization; *Educational Administration; *Educational Change; Elementary Secondary Education; *Futures (Of Society); Organizational Change; Planning; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; Standards

The model of psychological services delivery to be practiced can ensure that the indispensability of psychological services is clearly perceived. This is particularly true for learners and the learning process in urban schools. However, the strategy of developing a model of services delivery as a means of guaranteeing the positions of psychologists carries its own seed of destruction. First, it alters and devalues the role and functions of the psychologist in the schools. Second, some of the functions previously considered essential to the role may be taken over by others. Third, demoralization of the psychological services staff results. Fourth, the institution may realize it is paying for expensive personnel it does not need. Fifth, the position of the psychologist may be eliminated or severely limited. The case for recognizing that urban, institutional school psychology is truly indispensable is: (1) to practice psychology is the only legitimate reason for the psychologist to be in the school; (2) to devise administrative plans that implement a basic decision to remain a psychological services provider instead of becoming a general utility worker; (3) to develop a fully functioning service delivery program; (4) to expand legitimate psychological services as needed and possible, and (5) to improve lines of communication with the school. (JBJ)

ED 406 601 CG 027 474

Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p159-64; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Counselor Teacher Cooperation; Elementary Secondary Education; *Health Promotion; Health Services; *Organizational Change; Professional Development; *Public Education; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

The survival of psychologists and psychological services in public education is a pressing concern of critical importance to children, families, and school systems. Psychologists advocate that the critical first step for clients to change behavior and personality is to define the problem and to accept its validity. The main problem facing psychology in education is that school psychology is committing suicide; its narrowness of vision and compulsive resistance to change is causing its demise. School psychology has failed to convince its primary consumers of its values. Notwithstanding, psychology in education can survive and actually thrive, but only if it heeds three major new directions: (1) reintegration and reidentification with mainstream psychology; (2) demonstration and promotion of its value to all aspects of public education within the larger community; and (3) formation of partnerships with the emerging healthcare sector by establishing school-based developmental healthcare initiatives. (JBJ)

ED 406 619 CG 027 579

Powell, Jack L.; Oliver, Peter V.
Adult Children of Alcoholics in the Classroom: Implications for Educators.
PUB DATE- Oct 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; *Educational Experience; *Family Influence; High Risk Students; Higher Education; Hypothesis Testing; *Interpersonal Competence; Interpersonal Relationship; *Social Adjustment; Social Development; Teacher Student Relationship; Undergraduate Students
IDENTIFIERS- *Adult Children of Alcoholics

This study examined the impact of being an adult child of an alcoholic family (COA) on one's personal and interpersonal adjustment. First, it was predicted that because of difficulties with interpersonal trust, COAs would express less of a need for social approval compared with non-COAs. A related prediction was that COAs would report being involved in romantic relationships of shorter duration compared with non-COAs. Third, COAs were predicted to report less satisfaction with their experiences in college. The results of the respondents (58 females and 43 males) confirmed all three predictions in the investigation. Implications of these findings suggest that undergraduate COAs have a unique set of issues that may negatively affect their experiences in college. The role that teachers can play in helping COA students to develop trust and healthy relationships is examined. Contains 26 references. (Author/LSR)

ED 406 620 CG 027 598

contemporary discourse involving the "at risk" and the "at promise" construct debate; (2) to provide psychologists with an increased level of awareness relative to the current discourse involving the "at risk" paradigm and the resiliency paradigm approaches for identifying and serving children and families who are viewed as having serious and/or multiple needs; (3) to identify specific situations in which the "at promise" construct has the potential for producing negative outcomes for many of the most vulnerable children and families; and (4) to present and discuss an alternative model which accommodates the positive aspects of both the "at risk" and the "at promise" approaches, emphasizing the complementary, rather than the oppositional qualities of these two constructs. (RJM)

ED 406 639   CG 027 801

Nadler, Daniel P.; Miller, Michael T.
Consensus of Chief Student Affairs Officers toward the CAS Orientation Standards.
SPONS. AGENCY- American Coll. Personnel Association, Alexandria, VA.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Administration; Higher Education; Program Evaluation; *School Orientation; School Surveys; Standards; *Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- *Chief Student Affairs Officers; Orienting Information

The role of the chief student affairs officer (CSAO) has become paramount to the stability of colleges and universities. Since the CSAO typically determines the direction and framework for the student affairs program, the purpose of this study was to identify CSAOs' levels of agreement on the Council for the Advancement of Standards (CAS) for student orientation programs. In addition to profiling CSAO perceptions, the study was designed to allow for a comparison of perceptions based on the type of institution which employed the CSAO. A random sample of 150 CSAOs were surveyed; they provided a rating of their level of agreement that each of the CAS standards should be a priority for new student orientation programs. Respondents indicated the importance of orientation activities and strong consensus was revealed on 10 orientation goals. Goals for orientation programs which received the least support dealt primarily with the external business of attending college, such as off-campus housing. The small difference among the orientation goals for different types of institutions could indicate that the CAS program holds the same assumptions regardless of institutional size. (RJM)

ED 406 640   CG 027 810

Ola, Per; d'Aulaire, Emily
How To Raise Drug-Free Kids.
PUB DATE- 96
NOTE- 21p.; A cooperative effort of the Reader's Digest, ABC Television Network, Partnership for a Drug-Free America, and the U.S. Department of Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

book discusses the traditional methods of teaching spelling versus today's research-based methods. Noting that in the classrooms discussed, spelling has been integrated into every aspect of literacy, the book follows teacher research of four students' spelling work through their first- and second-grade years. Chapters in the book are entitled: (1) What Makes a Good Speller; (2) Creating a Writing Workshop: The Foundation of Spelling and Phonics; (3) Creating a Spelling Program to Meet Individual Needs; (4) A Look at Children's Spelling Over 2 Years; and (5) Evaluation and Assessment. The book contains student writing samples, word games, mini-lesson suggestions, supplies lists, and small group lessons. Appended are reproducible pages including word lists, teacher conference check lists, a student help chart and self-evaluation chart, and a writing rubric. (CR)

ED 406 660 CS 012 800

Anhalt, Mary Emily; And Others
Improving Reading Comprehension.
PUB DATE- 21 Sep 95
NOTE- 87p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Incentives; Independent Reading; *Instructional Effectiveness; Primary Education; Program Descriptions; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Strategies; Whole Language Approach; *Workshops
IDENTIFIERS- Direct Instruction; Illinois (North)

An action research study described and evaluated a program for improving the reading comprehension of targeted first, second, and third grade students, in a progressive suburban community in northern Illinois. The problem was noted by the researchers, who in recent years had observed a need for improvement in reading comprehension as indicated by teacher observation of classroom reading responses and assessments. Analysis of probable cause data revealed that the philosophy of whole language is enriched by a blending of systematic direct instruction of reading processes and that teachers need to consistently implement existing strategies within the curricular structure to improve comprehension. In addition, curriculum demands limit the time being spent on independent reading beyond the content areas. A review of the research literature combined with analysis of the problem settings suggests a three-faceted intervention: implementation of reading strategies to increase reading comprehension; creation of a reading workshop in the classroom; and establishment of an at-home reading incentive program. Post intervention data indicated an increase in reading comprehension due to the successful implementation of directly taught and modeled reading strategies, the facilitation of a classroom reading workshop, and the introduction of an at-home incentive reading program. (Contains 36 references and 15 figures of data. Appendixes present survey instruments, data, a literature log form, journal starters, a first-grade reading record sheet, and various other recording sheets.) (Author/RS)

ED 406 661 CS 012 801

Girsch, Suzanne; McGowen, Lynda
Advancing Reading Motivation and Personal Responsibility for

ED 406 680 CS 215 809

Burack, Sylvia K., Ed.
The Writer's Handbook.
PUB DATE- 96
NOTE- 925p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Drama; *Fiction; Independent Study; Information Sources; *Nonfiction; Poetry; *Professional Development; Publishing Industry; Technical Writing; *Writing for Publication; *Writing Processes; Writing Strategies
IDENTIFIERS- *Free Lance Market; *Professional Writing

This handbook has been guiding writers through the writing process for many years, helping them every step of the way, from getting ideas to getting published. In 110 chapters, the revised and updated 1996 edition presents the practical side of how to write and sell novels, short stories, articles, nonfiction books, poetry, and drama. The 3,000 market listings in the handbook include information on the "who, what, where, when, and how" of manuscript submission. Among the professional writers contributing to the handbook are Barnaby Conrad, Rita Dove, Eileen Goudge, John Jakes, Ursula K. LeGuin, Madeline L'Engle, E. Annie Proulx, and Sidney Sheldon. Part I includes chapters on common writing myths, writer's block, research, reasons for rejection, and choosing a writer's conference. Part II discusses writing techniques specific to various genres: advice general to fiction covers flashbacks, viewpoints, plotting, characterization, beginnings, suspense, dialogue, and revision; advice on specialized fiction reveal techniques of writing salable mysteries, crime novels, science fiction, and fantasy. Chapters in the handbook on writing articles and nonfiction books delve into the specifics of writing interviews, biographies, science articles, profiles, true-crime pieces, book reviews, etc. Also examined is what writers in any genre need to know: editing and marketing. Part III of the handbook offers complete, up-to-date market reports for magazines and book publishers that buy all types of manuscripts. A glossary of terms used in the free-lancing world and an index to the markets conclude the handbook. (NKA)

ED 406 681 CS 215 811

Beaty, Janice J.
Building Bridges with Multicultural Picture Books for Children 3-5.
PUB DATE- 97
NOTE- 282p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; *Childrens Literature; Class Activities; Classroom Techniques; Curriculum Development; Diversity (Student); Early Childhood Education; Fine Arts; Interpersonal Relationship; *Multicultural Education; Physical Activities; *Picture Books; *Reading Material Selection; Second Languages; Self Esteem

(1B)

ED 406 699 CS 509 476

Howley, Kevin
Networking Paradigms: Information Technology and Communication Studies.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Communication Research; Higher Education; Information Dissemination; Information Management; Information Networks; *Information Technology; *Media Research; Models; *Political Issues; *Scholarship; Telecommunications
IDENTIFIERS- Media Ownership; Public Interest; *Research Integration

Communications media have long been acknowledged as the site of intense political struggle over issues of access to, control over, and representations in these media. That communications research is likewise the site of struggle between the various paradigms of the discipline is, however, troubling to the neophyte communication scholar. For well over 10 years, communication scholarship has been engaged in internal struggles over the preeminence of one paradigm over the others. Accompanying this paradigmatic division is the dynamic convergence of traditional and new communications media. Information Technology (IT), an umbrella term for the new communications media, offers communication research a unique opportunity to reinvent itself in the service of understanding the complex relations and social/political dynamics of the information revolution. IT represents a potentially radical shift in the ways in which knowledge is created, reproduced, and disseminated and, as such, it subjects to revolutionary changes the underlying epistemologies of the various communications paradigms. The geodesic network provides the means and the model by which the social scientific, critical/cultural, and law and policy paradigms of communication research can network. The successful integration of the three paradigms of communication research is essential for investigating the increasingly complex questions of media literacy, uses and effects, media access and ownership, public versus private interests, participatory politics, civil society, and the character of discourse within society. (Contains 35 references and 4 notes.) (CR)

ED 406 700 CS 509 478

Chen, Ling; And Others
Our Communication with North Americans: A Study of Intercultural Experience of Japanese Visiting Students.
PUB DATE- Nov 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; Educational Needs; Educational Objectives; *Educational Planning; Elementary Secondary Education; Program Effectiveness; Program Evaluation; Program Implementation

There are many resources available for supporting Title I or school-improvement processes, but many of them present a disjointed picture of the complicated process. This guidebook was developed to provide a coherent framework for planning educational improvement and can be used to support any school or district staff working to improve an education program and enhance student learning. The guidebook discusses details of the seven steps to the planning process: (1) prepare to plan; (2) know the situation; (3) build a knowledge base; (4) define a vision and develop strategies; (5) implement and move forward; (6) monitor progress; and (7) evaluate. The guide is based on the rationale that school improvement is in the interest of children; that a strong plan will focus on changes in curriculum and instruction; and that the potential for program success is enhanced if those most directly involved also contribute to and support its development. Thirteen tables and two figures (a sample planning matrix and planning-development worksheet) are included. (Contains 30 references.) (LMI)

ED 406 720 EA 027 805

Houghton, Mary
Setting Educational Standards: Experiences in Four States.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; Program Implementation; State Legislation; State Programs; State School District Relationship; *State Standards
IDENTIFIERS- Colorado; Delaware; Minnesota; South Carolina

Within the educational reform debate, there is general agreement that the development of high academic standards is an important first step toward improving academic outcomes. This report highlights the standards initiatives being implemented in Colorado, Delaware, Minnesota, and South Carolina. All four states have made substantial progress in and embraced different approaches to developing high-level content standards. The states provide examples of lessons learned, obstacles encountered, strategies formulated, and insights gained during the development and implementation of rigorous academic standards. Although each state adopted processes unique to its educational and political contexts, the elements of leadership, public engagement, and phased development were the key to each state's activities. Eleven figures are included. (LMI)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; *Age Grade Placement; Educational Research; *Grouping (Instructional Purposes); *Mixed Age Grouping; *Nongraded Instructional Grouping; Nontraditional Education; Open Education; *Primary Education

Nongraded education is the practice of teaching children of different ages and ability levels together, without dividing them into groups labeled by grade designations. As the year 2000 approaches and schools are being re-evaluated in light of changing social and economic conditions, nongradedness is the focus of renewed interest. This publication contains an annotated bibliography of six pieces of research literature on nongraded elementary education: (1) "The Nongraded Elementary School" (John I. Goodlad and Robert H. Anderson); (2) "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" (National Association for the Education of Young Children); (3) "The Case for Mixed-Age Grouping in Early Education" (Lilian G. Katz, and others); (4) "Supporting Learning: Understanding and Assessing the Progress of Children in the Primary Program: A Resource for Parents and Teachers" (Ministry of Education, Province of British Columbia); (5) "Nongraded Education: Mixed-age, Integrated, and Developmentally Appropriate Education for Primary Children" (Joan Gaustad); and (6) "Making the Transition to Nongraded Primary Education" (Joan Gaustad). (LMI)

ED 406 741 EA 028 306

Rehfuss, John
Privatization in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Contracts; Educational Economics; *Educational Finance; Elementary Secondary Education; *Free Enterprise System; *Private Sector; *Privatization; Public Schools; School Business Relationship; *School Choice; School Organization

Privatization calls for substantially trimming the scope and breadth of government services, replacing them with private or other nongovernmental operators. The attraction of privatization is reduced costs and increased management flexibility. To date, the arrangement has received substantial support from students and parents in situations that offered a full range of choice; however, it has not always produced higher student achievement. This brief contains an annotated bibliography of five publications that focus on privatization: (1) "Privatizing Education and Educational Choice: Concepts, Plans, and Experiences" (Simon Hakim, Paul Seidenstat, and Gary Bowman); (2) "Making Schools Work: Contracting Options for Better Management" (Janet R. Beales and John O'Leary); (3) "Reinventing Public Education" (Paul T. Hill); (4) "Public Schools Go Private" (Donna Harrington-Lueker); and (5) "Come Tesser with Us" (Pat Ordovensky). (LMI)

ED 406 742 EA 028 307

Analysis
IDENTIFIERS- Jefferson County Public Schools KY; Kanawha County Schools WV; Plano Independent School District TX; Richardson Independent School District TX; Tacoma Public School District WA; Tucson Public Schools AZ

This study investigated the changes in the mainstreaming practices of five school districts, which were originally described in a 1974 study by Birch. The districts involved were: Tacoma (Washington), Richardson (Texas), Plano (Texas), Tucson (Arizona), and Louisville (Kentucky). Survey forms were sent to superintendents of the original six districts of which the above five responded. In the original study, each district displayed unique attributes in its approach to mainstreaming and this remained true in the follow-up study. Four important factors emerged in relation to mainstreaming: (1) teacher preparation; (2) placement and services for students with disabilities; (3) attitudes toward mainstreaming; and (4) cost of mainstreaming. Although some students with mild mental deficiency (MMD) spent nearly 100 percent of their time in the general education setting, each district still maintained self-contained and resource rooms for those students unable to be integrated into the general education setting. Other findings indicated that the cost of segregated classes for students with disabilities in 1994 exceeded the cost of segregated classes in 1974; that it cost less to service MMD students in self-contained classes in 1974 than in general education classes in 1994. There were no favorable statements from any respondents regarding the costs of mainstreaming. (Contains 22 references.) (DB)

ED 406 761 EC 305 412

Gemmell, Melissa; Chambliss, Catherine
Effects of a Gluten-Free Diet on Rate of Achievement in Autistic Children in an Applied Behavioral Analysis Program.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Autism; Behavior Change; Early Childhood Education; *Nutrition; *Outcomes of Treatment; Young Children
IDENTIFIERS- *Gluten; *Nutritional Therapy

This study used both between-subjects and within-subjects analyses to examine the effects of a gluten-free diet on the academic achievement of autistic children. The between-subjects analysis included data from eight autistic children (ages 5 to 7) with four on a gluten-free diet and four serving as controls. The number of attempts needed before mastering an assigned goal was used as the measure of achievement. No significant achievement difference was found between the two groups. The within-subjects analysis compared rates of achievement from 10 trials of 3 male participants before and 1 month after placement on a gluten-free diet. Analysis revealed a significant improvement in the rate of achievement following diet initiation. Possible reasons for these conflicting results are noted. (DB)

ED 406 762 EC 305 414

Kapperman, Gaylen; And Others
Project VISION: Visually Impaired Students and Internet Opportunities Now.

DESCRIPTORS- Computer Uses in Education; Concept Formation; *Deafness; Educational Strategies; Elementary Secondary Education; *Experiential Learning; Hearing Impairments; Information Sources; *Internet; *Literacy Education; *Partial Hearing; *Visual Learning

This paper discusses the capabilities of the Internet, including the ability to combine textual with visual presentation information, that make it an especially useful learning tool for students with hearing impairments. Instructional design recommendations are made for effective computer-assisted lessons that will help to develop and expand student concepts and literacy skills. The importance of allowing students to select World Wide Web sites and resources that present information in an effective manner individually suited to them is also emphasized. Three steps are outlined for creating a lesson to develop literacy skills using the visual format of computers: (1) a needs assessment phase to define and specify the project, taking into account the students' needs as well as classroom and scheduling constraints; (2) a design phase; and (3) a development and implementation phase, which transfers the ideas to a useful format. Different types of visual information that can be found on the Internet and the English literacy skills that are supported by this information are listed. Finally, the benefits of lessons which incorporate a variety of visual information using the Internet are described. (CR)

ED 406 780 EC 305 473

Luft, Pamela

Using Electronic Dialogue Journals To Model Whole Language Procedures.

PUB DATE- Mar 97

NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Dialog Journals; *Electronic Mail; Elementary Secondary Education; *Hearing Impairments; Higher Education; *Journal Writing; Practicum Supervision; *Preservice Teacher Education; Program Effectiveness; Student Teacher Supervisors; Teacher Student Relationship; Teaching Methods; *Whole Language Approach

This paper describes the use of electronic dialogue journals in a college course designed to teach 14 students a student-centered, whole-language reading methodology for use with children with hearing impairments. Students used electronic mail to discuss issues with the course instructor at the same time they were writing interactive journals with students who were deaf or hard-of-hearing. The journals were used to respond to the children's entries, model correct language that was used incorrectly by the children, generate responses that continued the same theme or topic, and ask enough questions to stimulate a response. Using a simultaneous electronic journal to communicate with their instructor was found to be a convenient and comfortable format for most of the student teachers and provided them with an opportunity to ask questions about the course, their practicum, specific interaction strategies with the children with hearing impairments, and planning their own future as teachers. Ten of the 14 pre-service education

Modification; Career Education; Educational Strategies; Inclusive Schools; *Interpersonal Competence; Learning Disabilities; *Mathematics Instruction; Mental Retardation; *Mild Disabilities; Postsecondary Education; *Reading Instruction; Secondary Education; Skill Development; Student Characteristics; Study Skills; *Writing Instruction
IDENTIFIERS- Social Skills Training; Transition Time

This textbook describes instructional methods designed to address the learning and behavioral problems typical of adolescent learners with learning disabilities, behavioral disorders, and mild mental retardation. Part 1 provides an overview of special education and adolescents and includes chapters on programming for adolescents with mild disabilities, characteristics of adolescents, and characteristics of secondary-level students with mild disabilities. Part 2 focuses on instructional methods and includes information on effective instruction and behavior management techniques, reading instruction for adolescents with mild disabilities, written language instruction, teaching mathematics to adolescents with mild disabilities, cognitive strategy training and study skills instruction, and social skills instruction. Part 3 discusses current and future instructional issues, including improving adaptability of adolescents with mild disabilities in secondary classrooms, transition-related instruction, and the education of students with mild disabilities in postsecondary programs. Chapters begin with a list of chapter objectives and end with a summary of key points and a list of key terms. Each content area chapter addresses how teachers of adolescents with mild disabilities can use the material in general education classrooms in addition to special education settings. An appendix includes addresses of resource organizations, related texts, college guides, classroom resources, and videos. (Each chapter includes references.) (CR)

ED 406 798 EC 305 500

Bender, William N.
Understanding ADHD: A Practical Guide for Teachers and Parents.
PUB DATE- 97
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Attention Deficit Disorders; *Behavior Modification; Clinical Diagnosis; Definitions; Disability Identification; Drug Therapy; *Educational Strategies; Elementary Secondary Education; *Etiology; *Family Relationship; *Hyperactivity; Intervention; Preschool Education; Social Development; Student Evaluation; Teacher Role; Teaching Guides

This book is intended as a practical guide for parents and teachers in managing children or students with attention deficit hyperactivity disorder (ADHD). Specific strategies and techniques are presented that will facilitate learning for individuals with ADHD in both the home and school environment. Chapters include: "ADHD at Home and in the Classroom" (William N. Bender), which discusses the definition of ADHD and controversies about ADHD; "Etiology and Neurobiology of ADHD" (Cynthia A. Riccio and others); "Family Interactions and Social Development" (Diane Knight), which includes information on home behavior management techniques; "Assessment and Diagnosis of

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Agency Cooperation; Conflict Resolution; Delivery Systems; *Disabilities; Due Process; *Early Intervention; Educational Legislation; Federal Legislation; *Individualized Family Service Plans; Infants; Interpersonal Communication; Interprofessional Relationship; Leadership Styles; Parent Participation; Preschool Education; Problem Solving; Professional Development; *Teamwork; Toddlers
IDENTIFIERS- *Individuals with Disabilities Education Act Part H

Service coordination in early intervention for infants and toddlers with disabilities is the focus of this training guide and accompanying videotape. Section 1 describes service coordination as defined by Part H of the Individuals with Disabilities Education Act, the various models or approaches to service coordination, the history of early intervention service coordination, and positive and negative aspects of service coordination. Section 2 details the individualized family service plan (IFSP) process and the four phases of service coordination. The philosophy underlying the IFSP process is discussed and strategies for working with families and the early intervention team are provided. Procedural safeguards in the IFSP are also reviewed. Section 3 provides strategies for enhancing communication with families who have children with special needs. This part also addresses teamwork, interagency communication, strategies for working with conflict, and leadership styles and skills. A problem-solving technique and "real life" scenarios are presented in section 4. Each section in the guide includes group activities and individual activities based on the information provided and lists of additional resources. The videotape depicts four scenarios that illustrate some of the challenges faced in the provision of early intervention service coordination; a video guide summarizes the scenarios and offers questions for group discussion. (Each section contains references.) (CR)

ED 406 816 EC 305 522

Estimated Number of Students with Disabilities Projected To Exit the Public School System after the 1996/1997 School Year.
PUB DATE- 23 Dec 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Disabilities; *Dropout Rate; Dropouts; *Graduation; Public Schools; Secondary Education; Special Education; Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Aging Out Process; *Illinois

This report to the leaders of the minority and majority parties of the Illinois state legislature provides data on the number of students with disabilities who are estimated to exit the Illinois public school system after the 1996-97 school year. The data were prepared by averaging the information provided by districts regarding students who were no longer receiving special education services during the 1994-95 and 1995-96 school years. The report format provides the exit reason by student disability (mental impairment, physical impairments, specific learning disability, visual impairments, hearing impairments, deaf-blind, speech and/or language impairments, behavior/emotional disorder, health impairment, autism, and traumatic brain injury). Exit reasons include students who graduated with a diploma, students who graduated with a certificate of completion, students who reached the maximum age to practice listening for main ideas and facts. Participants felt the interactive multimedia materials helped them, and appreciated certain features such as repetition of segments. By the end of the program, they tend to value top-down strategies and listen to meanings. A materials evaluation form and listening strategy survey are appended. (MSE)

ED 406 836 FL 024 492

Huang, Su-yueh

English Curricula and Language Learning Resources for Non-English Majors at Universities in Taiwan.

PUB DATE- May 97

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Instruction; *College Second Language Programs; *Educational Resources; *English Curriculum; *English (Second Language); Foreign Countries; Freshman Composition; Higher Education; *Nonmajors; Second Language Instruction; Surveys

IDENTIFIERS- *Taiwan

A study investigated the nature and extent of English curricula and resources available for English language learning in Taiwan's universities. Data were drawn from a survey of 18 coordinators of English programs for non-English majors (EPNMs) in Taiwan universities and from examination of course descriptions. Results indicate that all universities offered freshman English courses, most focusing on general language skills. After the freshman year, only two universities required students to take English. However, 16 institutions did offer electives, offered through the general education centers, EPNMs, foreign language and literature departments, or the students' own colleges and departments. The courses focused on general language skills, literature, and English for special purposes. In many cases, number of courses offered and enrollment were small. Only four EPNMs offered advanced laboratory courses after the first year. Outside the classroom, there was very little provision for additional language exposure or individualized assistance for special learning difficulties, but some extracurricular English-language activities were available. It is concluded that enhanced curricula and resources are needed. (MSE)

ED 406 837 FL 024 493

Wang, Xueying, Ed.

A View from Within: A Case Study of Chinese Heritage Community Language Schools in the United States.

PUB DATE- 96

NOTE- 97p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accreditation (Institutions); Administrative Organization; *Articulation (Education); Camping; Case Studies; *Chinese; Curriculum Design; Educational Improvement; Elementary Secondary Education; Equivalency Tests; Extracurricular Activities; *Heritage Education; Inservice Teacher Education; *Native Language Instruction; Program Administration; Program Descriptions; Second Language Programs; Summer Programs; Testing

is an active process of selecting and interpreting information, with several basic processes at work, each influencing teaching techniques and activities. Two cognitive processes, bottom-up and top-down, are also occurring. Research suggests a silent or pre-speaking period is beneficial for beginning language learners, allowing storage of information. Knowledge about the listening process and factors that affect it can guide listening skill development in English-as-a-Second-Language classes. Listening lessons should guide the learner through three stages: pre-listening; listening task; and post-listening activity. Numerous activities can develop listening skills: doing (physical); choosing; transferring; answering; condensing; extending; duplicating; modeling; and conversing. Teachers can incorporate activities in a way that reflects real-world integration of listening, speaking, reading, and writing. Contains 16 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 856 FL 801 141

Platt, Elizabeth
The Vocational Classroom: A Great Place To Learn English.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 37p.; A product of the Project in Adult Immigrant Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Difficulty Level; English (Second Language); Language Proficiency; *Limited English Speaking; *Literacy Education; Second Language Instruction; Secondary Education; Student Placement; *Vocational Education; *Vocational English (Second Language)
IDENTIFIERS- *Content Area Teaching

This guide discusses the ways in which educators in technical and vocational education programs can maximize opportunities for limited-English-proficient students to learn English language skills. Vocational classrooms are viewed as potentially excellent environments for language learning because of the hands-on nature of the work, undertaken in pairs of small groups, using authentic materials and equipment, and requiring interpersonal communication. In addition, learners are often highly motivated. An introductory section reviews this approach and the literature supporting it. The second section looks at the role of the vocational curriculum in language teaching, including the types of language curricula (grammar-based, functional, and process-based) that can be used as referents in developing vocational-based language instruction, elements of vocational curricula that may be exploited for language learning, student need analysis and placement issues, and implications for implementation by vocational teachers, language teachers, and administrators. The third section offers more detailed suggestions for developing content-based language teaching activities, based on principles of scaffolding vocational instruction and fostering independent learning, at each of four proficiency levels from pre-speaking to high-intermediate/low-advanced. Examples of authentic activities are offered. Contains 63 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 857 FL 801 142

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Selection; *Administrators; College Administration; College Faculty; Compliance (Legal); Confidentiality; Consultants; Due Process; *Equal Opportunities (Jobs); *Federal Legislation; Higher Education; Legal Responsibility; National Surveys; *Personnel Selection; *Search Committees (Personnel); State Legislation; *Universities

This paper provides an overview of the legal considerations involved in the search process for administrative and faculty personnel and the results of a survey of search processes at 89 colleges and universities. It includes excerpts from 10 federal laws concerning non-discrimination in the workplace requirements along with examples of applicable state laws. Recommended steps for filing vacancies and conducting a search process are then outlined. A November 1996 survey of 106 senior student affairs officers, senior human resources persons, or legal counsels examined actual practices utilized in the search process. Only 20 percent indicated that their institutions conducted such searches using a search consultant though most respondents believed their institutions would consider using a search consultant in the future for positions at the level of dean or higher. Approximately 40 percent of respondents indicated that searches conducted during the past 5 years had been questioned or challenged by candidates. Among respondents' suggestions for a successful search process were: timely communications with candidates during all phases of the process, establishing a documented process in case of questions or challenges, and keeping required qualifications to the minimum necessary to avoid being overly restrictive. (MDM)

ED 406 874 HE 030 032

Zambon, Franco
The Determination of a Useful Frequency for Refreshing Memories for Procedures among a Collegiate Population.
PUB DATE- 27 May 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Computer Literacy; Higher Education; Learning Processes; *Long Term Memory; Programming Languages; *Recall (Psychology); *Review (Reexamination); *Time Factors (Learning)
IDENTIFIERS- MS DOS

This study sought to determine a useful frequency for refreshing students' memories of complex procedures that involved a formal computer language. Students were required to execute the Microsoft Disc Operating System (MS-DOS) commands for "copy," "backup," and "restore." A total of 126 college students enrolled in six sections of a computer literacy course were randomly assigned to one of three groups: biweekly reviews, monthly reviews, and no reviews of these commands. A comparison of pretest and posttest scores indicated that the control group (no reviews) retained little of what they had learned, while the biweekly and monthly groups retained much of what they had learned. The monthly groups retained as much as the biweekly group, suggesting that monthly reviews are sufficient to significantly improve the long-term retention of complex procedures. An appendix provides instructions given to students participating in the study. (Contains 27 references.) (MDM)

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Applicants; College Bound Students; *College Choice; College Entrance Examinations; Decision Making; *Enrollment Influences; Higher Education; *Institutional Characteristics; Land Grant Universities; Models; Probability; Research Design; *Student Characteristics; *Student Recruitment; Tables (Data)
IDENTIFIERS- ACT Assessment

This study used a logistic probability model to investigate the effects of variables relating student characteristics and institutional factors on the decision to apply to a large land-grant research university. The study used the entire data set from American College Testing (ACT) program test-takers in the fall of 1995 and institutional data on students who applied to a study institution that fall which were matched to the ACT data. The empirical model used was based on human capital theory which states that a student's college choice decision is based on the expected net benefits (utility) of attending a particular institution. The results indicated that students' test scores and high school rank percentile, age, proximity of the institution, whether the student postponed initial college enrollment date, congruence between the student's preferred institution type and size and that of the study institution, and family income were all important variables in students' application decisions. The study also found that highly reputed programs had a positive effect on students' decisions as did the presence of honors programs, study abroad options, and advanced courses in mathematics. No significant effects were found for marital status, gender, underrepresented groups, and number of siblings at home. Results have implications for institutions' recruitment efforts. (Contains 16 references.) (JLS)

ED 406 894 HE 030 066

Dorn, Shelly M.; Papalewis, Rosemary
Improving Doctoral Student Retention.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *Doctoral Degrees; *Doctoral Programs; Educational Administration; Graduate Students; *Group Dynamics; Higher Education; Mentors; Program Evaluation; *School Holding Power; Statistical Analysis; Student Needs; Student Surveys
IDENTIFIERS- California State University Fresno; *Cohort Instructional Programs; University of California

This report describes a case study in the use of peer mentoring and cohorts to improve doctoral student retention and summarizes survey data reflecting the experience of eight universities. The University of California/California State University Fresno Joint Doctoral Program in Educational Leadership was designed to create cohorts of doctoral students and doctoral faculty. With 50 percent of all doctoral students

survival of the college experience, while the real institutional goals were to increase students' grade point averages (GPAs) and improve the retention rate. Information on GPAs and retention were collected on 254 first time freshmen enrolled in the 1990 fall semester, including 122 students who successfully completed the freshman seminar and 132 who did not enroll in or who did not complete the seminar course. It was found that there were no significant differences in the first- through fourth-semester GPAs of the students who completed or who did not complete the freshman seminar. Nor were there significant differences in the retention rates between the two groups. The results of the study raise questions as to the necessity or usefulness of the freshman seminar at Mount Vernon Nazarene College. (Contains 40 references.) (MDM)

ED 406 913 HE 030 087

Bolender, Ronald
The Development of an Orientation Brochure for Commuter Students at Mount Vernon Nazarene College.
PUB DATE- Feb 94
NOTE- 124p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Church Related Colleges; College Freshmen; *Commuting Students; Higher Education; *Orientation Materials; *Pamphlets; *School Orientation
IDENTIFIERS- *Mount Vernon Nazarene College OH

This study examined the necessary elements for the development of a student orientation brochure for commuter students at Mount Vernon Nazarene College in Mount Vernon, Ohio. It reviewed nontraditional and commuter student literature and 10 commuter student brochures and orientation materials from other institutions. The orientation brochure that was developed was reviewed and validated internally and externally by professionals in enrollment services, student development, and adult education, along with commuter students currently attending the college. A revised orientation brochure was then reviewed by a final evaluator who is a nationally-recognized expert in the field of student transition to higher education. The brochure was printed and distributed to commuter students, administrators, faculty, and staff. Appendixes provide the names of the colleges whose materials were reviewed, a list of suggested components of an orientation brochure, a list of internal and external validators, suggestions for revisions, and a copy of the final brochure. Contains 10 references. (MDM)

ED 406 914 HE 030 088

Bolender, Ronald K.
The Development of a Portfolio Assessment Process for the Bachelor of Business Administration Program at Mount Vernon Nazarene College.
PUB DATE- Apr 96
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Business Administration Education; Church Related Colleges; Higher Education; Individualized Instruction; *Portfolio Assessment; Portfolios (Background Materials); Program Descriptions; Program Development; Student Evaluation

Programs; Undergraduate Students
IDENTIFIERS- *Mount Vernon Nazarene College OH

This practicum paper sets out a leadership development action plan (LDAP) at Mount Vernon Nazarene College (MVNC) in Ohio intended to help the director of retention and academic services in efforts to improve preparedness and readiness levels of prospective students at the school, a church-related coeducational college of arts and science. The plan was developed to address complaints of student deficiencies in reading, writing, and mathematics skills, scientific knowledge, classical literature background, commitment to out-of-class study, and general study skills such as notetaking and time management. Key points of the LDAP included: (1) challenging the process; (2) inspiring a shared vision; (3) enabling others to act; (4) modeling the way; and (5) encouraging the heart. Emphasis was also on raising academic expectation levels of prospective students and improving retention by encouraging high school students to enroll in proper high school college preparatory courses. Individual sections of the report consider: the project' background, the process of plan development, the literature review, methodology and procedures, results, and evaluation. Appendixes include a list of suggested components for a leadership development action plan; a sample inquiry letter; a list of validators; a list of suggested plan revisions; and the final leadership development action plan. (Contains 50 references.) (CH)

ED 406 935   HE 030 111

Bolender, Ronald
A Comparison of the Effect of Academic Peer Mentors on the Grade Point Averages of Underprepared Freshmen at Mount Vernon Nazarene College.
PUB DATE- Feb 94
NOTE- 40p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Church Related Colleges; College Bound Students; *College Freshmen; Developmental Studies Programs; Educationally Disadvantaged; *Grade Point Average; High Risk Students; Higher Education; *Mentors; *Peer Teaching; Remedial Programs; Rural Environment; Transitional Programs; Tutorial Programs; Undergraduate Students
IDENTIFIERS- *Mount Vernon Nazarene College OH

This study examined the effect of academic peer mentors on the grade-point averages of underprepared freshmen at Mount Vernon Nazarene College (Ohio), a church-related coeducational college of arts and sciences. Underprepared freshmen at this school are required to participate in the College Experience Enhancement Program. For the fall, 1993 term, a peer mentor component was added to the program. The study compared first semester grade point averages for 41 students in the 1993 group with those for 47 similarly underprepared freshmen in the 1992 program (which did not include the peer mentoring component). The paper summarizes the process of the study, setting out the background and nature of the problem, reviewing the literature on mentoring and academic peer mentoring, and defining methodology and methods. A statistically significant difference in grade point average between the two groups was not found. Possible reasons for this unexpected finding are suggested. (Contains 20 references.) (CH) survey's methodology and results in the following areas: student characteristics; central issues in the strike; long-term benefits for students at the institution; impact on student schedules; academic costs; economic costs; impact on student stress levels; relative importance of strike-related problems and other problems students encountered during the year; support for the faculty action; concern over strike impact; institutional communication about the faculty action; student involvement in strike-related activities; and satisfaction with the academic program. Results indicate the students did not feel improvement in their education would be an outcome of the dispute, but felt considerable academic and economic hardship and did not feel the faculty union or administration had students' best interests in mind. Only about one-third of respondents supported the action, but many expressed satisfaction with their academic program at the university. (MSE)

ED 406 955 HE 030 174

Hutchings, Pat
Making Teaching Community Property: A Menu for Peer Collaboration and Peer Review. AAHE Teaching Initiative.
PUB DATE- 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Business Administration Education; Case Studies; Chemistry; Classroom Observation Techniques; *College Faculty; College Instruction; Computer Oriented Programs; Early Childhood Education; English; *Faculty Development; Faculty Evaluation; Graduate Students; Higher Education; History Instruction; Humanities; Intercollegiate Cooperation; Interdisciplinary Approach; Law Related Education; Mathematics Instruction; *Mentors; *Peer Evaluation; *Peer Relationship; Portfolios (Background Materials); Professional Recognition; Science Instruction; Student Evaluation of Teacher Performance; Teacher Qualifications; Team Teaching; Total Quality Management; Writing Instruction

A collection of program descriptions and case studies in college faculty peer collaboration and peer review includes: "Setting a Scholarly Tone: Teaching Circles in the History Department at Kent State University"; "Fostering Collective Responsibility for Student Learning: Teaching Seminars in the University of North Carolina at Charlotte Mathematics Department"; "Learning Together: An Online Faculty Conversation about Online Student Conversation at Rio Hondo College"; "Reciprocal Classroom Visits: An Experiment in the Temple University History Department"; "The Teacher Observation/Peer Support (TOPS) Program at California State University-Dominguez Hills"; "The Featured Faculty Program at Eastern Michigan University"; "A New Faculty Mentoring Program in the Stanford English Department"; "The Faculty Tutorial Program at Saint Olaf College"; "The Issue of Supply: Fostering Senior Faculty Leadership at the College of Saint Catherine"; "Interviewing Each Other's Students in the Legal Studies Program at the University of Georgia"; "Classroom Assessment as a Context for Faculty Conversation and Collaboration at California State University-Long Beach"; "Making Students More Active Agents in Their Learning: TQM in the Syracuse University School of Business"; "Inventing a New Genre: The Course Portfolio at the University of Wisconsin-La Crosse"; "Developing a Course

Districts; School Surveys; State Legislation; *State Programs; Summative Evaluation
IDENTIFIERS- *California Educational Techn Assessment Prog

This report, the second in a series of six, presents the findings of evaluative studies of six Level I Model Technology School sites which were conducted as part of Phase II of the California Educational Technology Assessment Program. The project sites are: Alhambra City School District (two schools); Cupertino Union Elementary District and Fremont Union High School District (two schools); Los Angeles Unified School District (two schools); Monterey Peninsula Unified District (four schools); Hueneme Elementary District (one school); and Sacramento Unified School District (three schools). Data were collected from four sources: (1) key documents about the projects, including the original proposal, annual reports, and products produced by research partners for each project; (2) two site visits to each project site; (3)a self-assessment inventory; and (4) student, teacher, and visitor surveys. The report begins with background information on the Educational Technology Local Assistance Program, Educational Technology Assessment Program, and this study. An overview of the Model Technology Schools (MTS) Level I is then provided, including background information, program planning, program development, project implementation, management of resources, support funding, outcomes, and current status. A detailed description of the study design is followed by separate reports on each of the project sites. It is noted that, although the primary purpose of this volume is to provide a descriptive account of the MTS Level I Projects, the summary that concludes this report contains some cross-site descriptive information. The MTS Level I Evaluation Data Collection Instruments (including both English and Spanish versions of the student questionnaire), survey results, and interview protocols are appended. (AEF)

ED 406 973 IR 018 325

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume III: Level II Model Technology School Projects.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 196p.; For volumes I-VI, see IR 018 323-328; for the for the 1984-1992 study (phases I-IV), see IR 018 319-322; for the 1984-1992 summary report, see ED 348 951. Also, the projects are incorrectly listed in the table of contents of this document.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Curriculum Development; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; History; Instructional Improvement; Language Arts; Measurement Techniques; Program Evaluation; Questionnaires; School Surveys; Science Instruction; Social Studies; State Programs; Student Reaction; Summative Evaluation; Teacher Attitudes
IDENTIFIERS- *California Educational Techn Assessment Prog; Technology Integration

This report, the third in a series of six, evaluates the 10 school districts that received grants from the California

Education. Annual Atlantic Coast Business & Marketing Education Conference Proceedings (14th, Greenville, North Carolina, February 21-22, 1997). Volume 8.
PUB DATE- Feb 97
NOTE- 72p.; For the 1996 proceedings, see CE 073 730.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Block Scheduling; *Business Education; Career Development; Case Studies; *Classroom Techniques; College Programs; Computer Uses in Education; Distance Education; *Education Work Relationship; Educational Change; Educational Games; *Educational Practices; Educational Technology; *Educational Trends; Employment Qualifications; Ethics; Experiential Learning; Global Approach; High Schools; Interactive Video; Intermediate Grades; Internet; Leadership; *Marketing; Mentors; Middle Schools; Multimedia Instruction; Partnerships in Education; Portfolios (Background Materials); Program Evaluation; School Business Relationship; Secondary Education; Student Organizations; Total Quality Management; Two Yea Information Overload; North Carolin$
IDENTIFIERS- Information Overload; North Carolina

This proceedings includes the following papers: "Multimedia Case Studies--Business Reality for Students" (Agneberg); "Interactive Development and Design--A Business Approach" (Agneberg); "Ethics Instruction for Workforce Development" (Arnold); "Career Development Focus in Lincoln County" (Beam); "Reengineering for Student Success: The Program Alignment and Semester Conversion Process of the North Carolina Community College System" (Beddard); "Surfing the 'Infobog' (Information Overload)" (Brantley); "Designing Dynamic 'PowerPoint' Presentations" (Broughton); "More Classroom Games That Increase Teaching Effectiveness" (Caudill, Lambert); "Preparing Students for the 21st Century--Employee Skills that Employers Seek" (Cauley); "Responsibilities of Leadership" (Cooper); "Ethics: Does Knowing Right from Wrong Make a Difference in What Students Do?" (Griffin, Anderson); "Fact Based Program Review: Making the Best Decisions" (Giovannini); "Snapshot View of Computer Use by North Carolina's Marketing Teachers" (Goins); "Virtual Reality in the Marketing Classroom" (Goins); "Multimedia and Web Design with ToolBook II and Java" (Hall); "Organizationally Sponsored Mentoring Program (Major Themes and Issues)" (Blue); "'Retooling' Your Vocational Middle School Program" (Mayo et al.); "Enhancing Awareness of Global Marketing Opportunities" (Hayes); "New 'Ice Breakers' for Your Interactive Business Classes" (Henson); "Experiential Education--A New Partner for Teacher Education Programs" (Holsey); "Impact of Block Scheduling on the Instructional Program and Vocational Student Organizations in Business Education" (Jewell); "What Should Be Included in Portfolios, and Can They Be Used by Professionals in Education?" (Jewell, Jewell); "Effectiveness of Work-Based Learning Strategies in North Carolina" (Jewell); "Taming the Dragon for Business and Marketing Education--A Partnership for Success! (Voice Recognition)" (Joyner); "Workforce Preparation: Critical Considerations" (McEwen); "Managing Your Classroom for the '90s and Beyond" (Moon); "WordPerfect 7.0 Templates" (Skelton, White); "ABCs of Applying TQM in the Classroom" (Swope); "Program Promotion via the World Wide Web" (Truell); "Motivation to Participate in Distance Education: An Analysis Based on Houle's Typology" (Truell, Turner); "Carteret/Craven/ECU East Carolina University Partnership" (Wallace, Parke); "KFC Kentucky Fried Chicken and Central that make up the tech prep program. The task lists are comprised of a duty area, a task or competency, a performance objective, a performance measure, and enabling objectives and activities. (KC)

ED 406 544 CE 073 781

Cooper, Richard
Statewide Staff Development Project: Learning Differences and Multi-level Classroom Techniques.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Adult Learning; Classroom Techniques; *Heterogeneous Grouping; *Learning Problems; Models; *Staff Development; State Programs; Statewide Planning; Student Problems; Teaching Methods; Tutors; Volunteer Training; Volunteers
IDENTIFIERS- Pennsylvania; 353 Project

A project provided more than 800 adult educators in Pennsylvania with a wide range of staff development activities and instructional strategies for teaching students with learning differences and multilevel abilities in the same classroom. It established a model for staff development that built upon previous projects and used a variety of delivery systems that could be replicated in other locations and subject areas. Training was conducted in sessions held at the Regional Staff Development centers and at adult education programs throughout the state for adult educators, volunteer tutors, and professionals from other human service agencies. The "Learning disAbilities Newsletter" was used to inform participants about the availability of training and information about learning problems and instructional techniques. A toll-free phone number was installed to provide adult educators with direct access to the project trainer who would consult with project participants about their students with special learning needs. (Appendixes contain the project brochure and five issues of Volume 13 of Learning disAbilities Newsletter. Each issue provides updates on the progress of the project and covers a different pertinent topic, including the following: learning and avoidance styles; mnemonics; multi-level classroom techniques; handwriting; and attention deficit disorder.) (YLB)

ED 406 545 CE 073 782

Success Stories: From Learning to Leadership. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adult Basic Education; *Adult Literacy; *Adult Students; *Literacy Education; Material Development; Personal Narratives; *Program Development; Recognition (Achievement); School Business Relationship; Technical Assistance

Numeracy and Mathematics Stream. CGEA Information Sheet No. 5.
PUB DATE- 97
NOTE- 6p.; For related documents, see CE 073 822-825.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Educational Certificates; Evaluation Criteria; Evaluation Methods; Foreign Countries; General Education; *High School Equivalency Programs; Learning Modules; *Literacy Education; Mathematics Skills; *Numeracy; Student Certification; Student Evaluation
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This information sheet describes Numeracy and Mathematics, one of four streams or subject areas offered in the Certificates in General Education for Adults (CGEA) in Australia. The learning outcomes are organized into four different categories or domains according to different purposes and functions of using mathematics: numeracy for practical purposes, for interpreting society, for personal organization, and for knowledge. In most cases, these functions or purposes (domains) are divided into more than one learning outcome at each level. A diagram illustrates the learning outcomes of the stream and direct and possible links among the four levels. The assessment criteria give the detailed criteria for satisfying the learning outcome. The assessment criteria are grouped under three categories: mathematical knowledge and techniques, mathematical language, and interpretation. Information is provided on reading the learning outcome details, including assessment criteria, performance range, conditions of assessment, and assessment tasks. (YLB)

ED 406 563 CE 073 825

General Curriculum Options Stream. CGEA Information Sheet No. 6.
PUB DATE- 97
NOTE- 6p.; For related documents, see CE 073 822-824.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Cultural Education; Data Analysis; *Educational Certificates; Evaluation Criteria; Evaluation Methods; Foreign Countries; General Education; *High School Equivalency Programs; Information Seeking; Information Utilization; Integrated Curriculum; *Interpersonal Communication; Learning Modules; Literacy Education; Mathematics Skills; *Problem Solving; Student Certification; Student Evaluation; Teamwork
IDENTIFIERS- *Certificates of General Educ Adults (Australia)

This information sheet describes General Curriculum Options, one of four streams or subject areas offered in the Certificates in General Education for Adults (CGEA) in Australia. The first seven learning outcomes are based on seven key competencies: collecting, analyzing, and organizing information; planning and organizing activities; communicating ideas and information; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology. The eighth learning outcome is identifying, analyzing, and applying the practices of culture. Content or Underpinning Knowledge outlines key concepts pertaining to each learning outcome that may need to be introduced to students so they can achieve competence. The lists, which correspond to the eight learning outcomes, appear at the beginning of each module. The General Curriculum Options can be offered as part of the CGEA in two ways: by integrating the learning outcomes with those of other since most contain instructions for exploring their sites. Through the Internet job seekers can gain insights into a prospective employer's needs and use corporate home pages to find information about prospective employers. America's Job Bank, a project of the U.S. Labor Department, is the largest service. It has the potential to create a national job market. The U.S. Employment Service funds "Internet access zones" to provide access to computers. The other "Big Six" job banks are as follows: Online Career Center, Career Path, Career Mosaic, E-Span, and Monster Board. Drawbacks to job hunting on the Internet are loss of privacy, lack of the personal touch, and the size of the Internet employment market. (YLB)

ED 406 582 CE 073 877

Milton, Marion
Where Are the Women? A Report into Issues Related to Women's Access to Workplace Literacy Programs.
PUB DATE- Apr 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Literacy; Dropout Rate; *Employed Women; Foreign Countries; *Literacy Education; *Motivation; *Participation; *Workplace Literacy
IDENTIFIERS- *Australia (Western Australia)

A study investigated provision of workplace literacy courses available for women in female-dominated industries and women's access to and participation in those courses. A literature review revealed very little research on the required increased literacy skills in Australia and no previous studies on women's access to workplace literacy courses in Western Australia. Structured interviews were conducted with representatives of industries that typically employed predominantly women--union representatives, course providers, adult literacy educators, and industry management or human resources personnel. Fifteen women in the selected industries who did not participate in literacy programs were interviewed. Data were collected from hospitals, nursing homes, hotels, food industry, china manufacturers, and textile industry. Results indicated that far fewer literacy programs were available in workplaces with large numbers of women than in male-dominated workplaces. Women were very often eager to attend literacy courses provided that they were in the company's time and did not interfere with family commitments. The dropout rate was very low. Factors that contributed to women's failure to access available literacy classes were as follows: a feeling they were too old, problems with time and day of course, time management, suspicion of management, peer pressure, cultural traditions, belief they did not need the course, and lack of interest. Recommendations related to motivation and access were made. (34 references) (YLB)

ED 406 583 CE 073 878

Rathore, Harish C. S.
Quality of Feedback in Distance Education. A Comparative Study of India and Germany. ZIFF Papiere 103.
PUB DATE- Apr 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Harrison, Patti L.
Enduring Expertise of School Psychologists and the Changing Demands of Schools in the United States.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p61-66; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Consultants; *Counselor Teacher Cooperation; Cultural Pluralism; Elementary Secondary Education; Evaluation; Pupil Personnel Services; Pupil Personnel Workers; Research Skills; School Counseling; *School Psychologists; Student Evaluation

This book chapter explores the integration of two basic premises: (1) education in the United States will always be changing, and (2) school psychologists have fundamental expertise that will always be necessary regardless of changes in schools. Some changes in U.S. education are: school reform and organizational changes; special education reform; school health care services; increased diversity in student populations; school safety; financial cutbacks and downsizing; and implementation of state and national standards such as Goals 2000. Areas of expertise in school psychology that transcend the changes in education are found in the mini-series topics in one of the major journals in school psychology, "School Psychology Review." Topics are: (1) assessment; (2) consultation for educators and parents; (3) addressing the needs of diverse student populations; and (4) application of research to educational practices and policy. Eight guidelines to promote flexibility and growth in school psychology so that school psychologists remain indispensable professionals are presented. One table lists selected topics of mini-series and thematic issues in "School Psychology Digest" and "School Psychology Review." (JBJ)

ED 406 602 CG 027 475

Pryzwansky, Walter B.
Making Psychologists Indispensable in the Schools: Collaborative Training Approaches Involving Educators and School Psychologists.
PUB DATE- 96
NOTE- 5p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p67-70; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teacher Induction; *Counselor Teacher Cooperation; *Counselor Training; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Professional Development; School Counseling; *School Psychologists; *Teacher Education

There has been an increasing commitment to the notion of collaboration among professionals who have a responsibility for a client. However, the need for psychological services still seems to receive little impetus from teacher and principal requests. Furthermore, the teacher continues to operate as an isolated professional. Preservice education and the induction

Armijo, Eduardo J.; Smith, Albert J., Jr.
Regional School Counselor Trainings for Children from Dysfunctional Families with Alcohol and Drug Problems: Final Evaluation Report Summary.
SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.
PUB DATE- Jun 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Children; *Counselor Training; Elementary Secondary Education; Evaluation; *Family Problems; *High Risk Students; Pupil Personnel Services; *School Counseling; *School Counselors; Substance Abuse; Training Methods
IDENTIFIERS- *Dysfunctional Family; Puget Sound Educational Service District WA; Training Effectiveness

School personnel need help in assisting at-risk students. The efforts of one school district to accomplish this goal are summarized here. The project provided a variety of training in: (1) the field of drug and alcohol prevention; (2) counseling and referral services to school counselors, nurses, psychologists, and social workers involved in alcohol and drug abuse prevention; and (3) counseling and referral services to elementary and secondary students who have social problems and are from families that are dysfunctional because of problems related to alcohol or other drugs. For this program, 474 school personnel participated in 26 different training workshops over a 22-month period. The evaluation focused on measuring knowledge and skills gained by school personnel during the course of the workshops, as well as the application of these skills in school settings. Overall, a 40% increase was found for knowledge and skills gained, based on surveys administered in the training workshops. Most of those responding to the follow-up surveys indicated that they had modified existing programs in their schools based on what they had learned. Additionally, participants shared their knowledge with colleagues and also indicated that contacts with students and families had been more worthwhile. (RJM)

ED 406 621 CG 027 600

Baker, Eugene A.
Responding to Problematic Sexualized Behavior in Juveniles.
PUB DATE- Aug 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Child Abuse; *Crime; Group Therapy; Incest; *Juvenile Justice; *Mass Media Role; Parent Responsibility; Rape; *Sexual Abuse; Sexual Harassment; Social Problems; Young Children

Keeping children safe becomes a more complicated concern when many of the offenders are not adults, but other children. Data from the justice system reveals that juveniles account for about 20% of all forcible rapes and about 50% of child sexual

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Drug Education; *Drug Use; *Early Intervention; Elementary Secondary Education; Parent Influence; *Parenting Skills; *Prevention; Students

This year at least 2.4 million young Americans will use drugs. Ways in which parents and educators can prevent drug use in youth are presented here. Emphasis is placed on good beginnings. It is recommended that preschool children be taught rules for behavior, and that parents continually remind their children of the potential harm of drug use. In the first few years of elementary school, children learn mainly by experience, so setting good examples is vitally important for this age group. Children should be taught how to make good choices, how to detect danger, and how to escape bad situations. Middle school offers a particularly risky time for drug use due to increased rebelliousness and a desire to experiment. Some of the suggestions for parents of children in this age group include setting limits, giving accurate advice, getting to know the child's friends, monitoring the child's whereabouts, and staying involved in the child's activities. High school students present a special challenge because of increasing freedom and heightened peer pressure. Parents and teachers are advised to be specific about rules, to be consistent, to be reasonable, and to keep listening. Resources for getting help and a glossary of terms are provided. (RJM)

ED 406 641 CG 027 857

Creating Safe and Drug-Free Schools: An Action Guide.
PUB DATE- Sep 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; *Drug Education; *Early Intervention; *Educational Environment; Elementary Secondary Education; Parent School Relationship; *Prevention; School Community Relationship; *School Safety; *School Security; Students
IDENTIFIERS- *Drug Free Schools

It is essential that communities, businesses, parents, and students work together to develop a disciplined environment for children which includes safe and drug-free schools. Emphasizing the need for commitment and community will, this guide outlines steps each of these groups can take to create safe schools. Communities must place school safety high on their agendas, and they must involve parents and citizens. They should conduct school site assessments, create a safe school plan, and foster an educational climate. Communities must be able to evaluate progress. Lists of information on issues affecting school safety include the following: juvenile gun violence prevention in schools, weapon and drug searches, student athlete drug testing, truancy, uniforms, alternative education programs for expelled students, conflict resolution, mentoring in schools, information sharing, and effective data collection for safe public schools. A list of further resources, such as federal clearinghouses, is supplied. A list of 47 references, organized by topic, is provided. (RJM)

ED 406 642 CS 012 772

Learning.
PUB DATE- May 96
NOTE- 81p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Cooperative Learning; Elementary Education; Grade 2; Grade 4; *Instructional Effectiveness; Interpersonal Competence; Program Descriptions; *Reading Attitudes; *Reading Motivation; Reading Research; *Student Responsibility
IDENTIFIERS- Illinois (Chicago Suburbs)

An action research study described and evaluated a program for motivating students to read and to take more responsibility for their learning. The targeted population consisted of second- and fourth-grade students in rural-suburban communities west of Chicago, Illinois. Students' lack of motivation related to reading and failure to become responsible for their learning has been documented through information collected from surveys, interviews, and observational checklists. Analysis of the probable cause data revealed limited teaching strategies and issues related to classroom climate. Solution strategies suggested by knowledgeable others combined with an analysis of the problem setting resulted in establishing a Reading Appreciation Program and incorporating volitional skills in a cooperative learning environment. Post intervention data indicated an increase in student responsibility toward learning, an improved attitude toward reading in school, and an improvement in the targeted cooperative learning social skills. (Contains 46 references and 6 tables of data. Appendixes present survey instruments, a cooperative social skills graphic organizer, the volitional strategy, thinking activities, questioning strategies, and a guide for successful research.) (Author/RS)

ED 406 662 CS 012 802

Foss, Jeanette; Soper, Candice
Developing Positive Attitudes and Strategic Reading Skills in Primary Students.
PUB DATE- May 96
NOTE- 68p.; M.A. Thesis, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basal Reading; Classroom Techniques; *Early Intervention; Grade 1; Instructional Improvement; Primary Education; Reading Attitudes; Reading Difficulties; Reading Processes; *Reading Skills; *Reading Strategies; Student Attitudes
IDENTIFIERS- *Strategic Reading

A project developed a program for improving the attitudes of primary students toward reading and encouraging them to become strategic readers. The targeted population consisted of first-grade students in rural-suburban communities west of a large midwestern city. The problem of poor attitudes toward reading and lack of knowledge of reading strategies was documented through surveys, teacher journal entries, and skills checklists. Analysis of probable cause data revealed: (1) the lack of adequate materials; (2) limited home literacy experiences; (3) restricted teaching strategies; and (4) a failure to address the diversity of student needs. Professional

Focusing on the common bonds of all children everywhere while honoring their differences, this book shows teachers how to choose appropriate picture books, how to lead children into book extension activities featuring multicultural characters, and how to develop an entire multicultural curriculum with these books. Each chapter in the book concludes with learning activities, references, additional reading, and (in most chapters) lists of children's books and software programs. Chapters in the book are (1) Discovering Common Bonds; (2) Choosing Appropriate Picture Books; (3) Developing Self-Esteem; (4) Relating to Family Members; (5) Getting Along with Other Children; (6) Engaging in Physical Expression; (7) Speaking Other Language; (8) Eating Fine Foods; (9) Creating Arts and Crafts; (10) Making Music and Dance; (11) Caring about the Earth; and (12) Creating a Multicultural Curriculum. An approximately 750-item topical children's book list is attached. (RS)

ED 406 682 CS 215 812

Fredericks, Anthony D.; And Others
Teaching the Integrated Language Arts: Process and Practice.
PUB DATE- 97
NOTE- 522p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Classroom Environment; Elementary Education; *Emergent Literacy; *Integrated Curriculum; *Language Arts; Learning Processes; Listening Skills; Oral language; Reading Instruction; Reading Writing Relationship; Reflective Teaching; Teacher Student Relationship; Thematic Approach; Writing Instruction
IDENTIFIERS- Authentic Assessment; Strategic Reading; Teacher Researchers

Emphasizing that language arts and reading are "binding agents" for all kinds of learning and should be integrated throughout the elementary curriculum, the guiding philosophy of this book is that the best teachers are those who continue to learn along with their students. Each chapter in the book ends with a "Teacher as Researcher" section and open-ended questions, which provide new teachers with opportunities to continue the search for fresh instructional possibilities in their own classrooms. A multitude of actual classroom examples and vignettes and a year-long diary of a second-year teacher offer ways to explore the concepts introduced in the book. Chapters in the book are (1) Looking in on Literacy: Children and Teachers in Partnership; (2) Literacy Learning: Changing Perspectives; (3) Creating Classroom Environments for Literacy Learning; (4) Authentic Assessment; (5) Meeting the Challenges of Diversity; (6) Emergent Literacy; (7) Developing Listening and Oral Language Abilities; (8) Reading: Process and Practice; (9) Developing Strategic Readers; (10) Creating Literature-Rich Classrooms; (11) Inviting Students to Become Writers; (12) Building Reading/Writing Connections; (13) Writers' Toolbox; and (14) Teaching Thematically: Integrating Language Arts across the Curriculum. An epilogue and an approximately 1,000-item bibliography of children's literature is attached. (RS)

ED 406 683 CS 215 813

Runciman, Lex

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Problems; Communication Research; Cultural Awareness; *Cultural Differences; Cultural Traits; *Culture Contact; *Foreign Students; Higher Education; *Intercultural Communication; North Americans; Student Experience
IDENTIFIERS- Communication Strategies; *Grounded Theory; International Visitors; Japanese People

A study examined Japanese-American intercultural communication at the beginning stage from the perspective of Japanese participants. Data were collected in interviews with 50 Japanese visiting students to a large southwestern university for their account of their short-term (5-week) experience in America, which consisted of incidents, events, and observations that were relevant to their communication with United States Americans. Subjects were 34 females and 16 males with an average age of 20, most with 6 or more years of English. Semi-structured one-on-one 30-90 minute interviews were conducted in Japanese by 4 graduate assistants from Japan. Results indicated that seven categories emerged as important variables for this kind of intercultural interaction: preparedness, expectation/anxiety, personality, surprise, difficulties/enjoyment, communication, and "Japaneseness." Findings suggest directions for a grounded Japanese/American intercultural communication theory developed on the basis of evidence from the preliminary data. Possible shapes and forms of the theory await exploration and conceptualization. (Author/CR)

ED 406 701 CS 509 479

Auter, Philip J.; Hanna, Michael S.
The Challenge of Developing On-Line Courses.
PUB DATE- Nov 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Futures (of Society); Higher Education; *Internet; Learner Controlled Instruction; *Mass Media; Online Systems; *Speech Communication
IDENTIFIERS- *Course Development; *Educational Issues; Faculty Attitudes

Many challenges face the communication instructor wishing to use the Internet, the World Wide Web, and other on-line resources in the classroom; most common are questions of faculty support, facilities limitations, and student limitations. While some members of communication departments may speak glowingly about the future of the on-line classroom, few recognize the level of work involved in creating, updating, and maintaining it. The instructor must additionally become engineer, computer scientist, and lab technician. Some colleagues resist, some academics and administrators have difficulty justifying the high costs, and course maintenance becomes a problem because of the labor-intensive preparations and increased exposure to the students. Available facilities are often inadequate. Limitations regarding students include increased course costs, and coordination and control over students losing sight of course goals. To include use of the Internet in an otherwise

ED 406 721 EA 027 988

Vivigal, Lisa
Meals Served in Public Schools.
PUB DATE- Aug 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Breakfast Programs; *Child Health; *Dietetics; Elementary Secondary Education; Food Standards; *Lunch Programs; *Nutrition; Private Schools; *Public Schools

The Physicians Committee for Responsible Medicine (PCRM) contacted public school districts around the United States to determine if they offered low-fat, healthful meals. The PCRM ranked the schools according to whether they served low-fat and vegetarian meals daily, whether these meals varied through the week, and whether children needed to specially request them. Schools offering a variety of low-fat entrees throughout the week ranked higher than schools with salad as the only low-fat entree for each school day. This report lists the 20 school districts or communities by overall ranking, followed by descriptions of the menus offered by school districts at the top and bottom of the list. The top three public school districts included Dade County (Florida); New York City Public Schools; and the Houston (Texas) Independent School Districts. Two independent public schools also rated highly--Hamilton Middle School (Seattle, Washington) and Peabody Charter School (Santa Barbara, California). The lowest ranked districts included District of Columbia Public Schools, Los Angeles (California) Unified Schools, and Chicago (Illinois) Public Schools. Two private that offered low-fat options are also recognized: St. Albans School in Washington, D.C., and Rye Country Day School in Rye, New York. Finally, two private schools--St. Mary's High School in Monroe, Michigan, and Providence St. Mel High School in Chicago, Illinois--are noted for their affiliation with McDonald's restaurants. (LMI)

ED 406 722 EA 028 032

Chan, T. C.
Environmental Impact on Student Learning.
PUB DATE- 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Educational Facilities; *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Foreign Countries; *Physical Environment; *School Buildings

School facilities play a significant role in shaping students' learning process. This document is a collection of articles that examined the impact of school facilities on learning. The articles were previously published in Chinese during the early 1980s in Hong Kong newspapers. Contents include: (1) "A Summary Report on the Relationship of School Building Age and Student Achievement"; (2) "School Design and Instructional Need"; (3) "Learning Environment and Student Achievement"; (4) "My View on Learning Environment--A Rejoinder"; (5) "Three Studies on School Facilities"; (6) "Environmental Psychology and Facility Planning"; and (7) "Educational Facility Research in America." (Contains 25 references.) (LMI)

McChesney, Jim
Year-Round Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; Flexible Scheduling; *Outcomes of Education; Program Implementation; School Policy; *School Schedules; Summer Schools; Vacation Programs; *Year Round Schools

One avenue being explored as a way to cut costs while maintaining the quality of programs and services is year-round education (YRE). In most cases, the known benefits and drawbacks of an existing component of traditional scheduling must be weighed against the theoretical advantages and disadvantages of YRE. The five articles reviewed in this brief look at the pros and cons of YRE through examples from districts and schools that have implemented it and those that have abandoned it, as well as through studies of participants' perceptions of program strengths and weaknesses. The articles include: (1) "What Twenty Years of Educational Studies Reveal About Year-Round Education" (Blaine R. Worthen and Stephen W. Zsiray, Jr.); (2) "Year-Round No More" (William D. White); (3) "Year Round Education: Breaking the Bonds of Tradition" (Kim E. Sheane, Jean Donaldson, and Louann A. Bierlein); (4) "Year-Round Schooling as an Avenue to Major Structural Reform" (Patricia Gandara and Judy Fish); and (5) "Policy Considerations in Conversion to Year-Round Schools" (Gene V. Glass). (LMI)

ED 406 743 EA 028 308

Gaustad, Joan
Implementing Multiage Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reference Materials - Bibliographies (131)
DESCRIPTORS- Age Grade Placement; *Classroom Techniques; *Continuous Progress Plan; Elementary Secondary Education; Flexible Progression; Instructional Program Divisions; *Mixed Age Grouping; *Nongraded Instructional Grouping; Nontraditional Education; Program Implementation

Multiage education is the placement of children of varying ages, grades, and ability levels in the same classroom with the aim of improving learning for all of them. Teaching a multiage class requires very different knowledge and skills than teaching traditional single-grade classes. Interest in multiage education has grown in recent years, and more educators are asking for information on how and why it works, and for practical advice on implementation. Five recent publications that address these questions are reviewed in this brief: (1) "A Common-Sense Guide to Multiage Practices" (Jim Grant and Bob Johnson); (2) "Full Circle: A New Look at Multiage Education" (Pennelle Chase and Jane Doan); (3) "Multiage Portraits:

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 100p.; Videotape and computer diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Blindness; Computer Software; Computer Uses in Education; Elementary Secondary Education; Information Sources; Inservice Teacher Education; *Internet; Lesson Plans; Partial Vision; Technological Advancement; Training Methods; *Visual Impairments

Project VISION (Visually Impaired Students and Internet Opportunities Now) was a 2-year effort to develop and test methods and strategies by which blind and visually impaired students can use assistive technology to gain access to the resources found on the Internet. The project produced a manual and a videotape. Nine students were provided with assistive technology, including portable braille printers, portable ink jet printers, screen reading software, speech synthesizers, braille translation software, and screen enlarging software. Teachers were first trained to use the technology in accessing the Internet and then instructed their students in the methods and procedures during the following academic year. After an introduction to the project, the manual provides basic information on the Internet, including its origins, structure, access, and available tools. The following section explains the students' computer systems and the assistive technology available. Remaining sections offer information on connecting to the Internet and training of teachers and students. Seven appendices provide additional information on hardware and software, topics included in the teacher training component, guidelines for teacher and student logs, eight sample lesson plans, sample newsgroups, resources about the Internet, and resources about the Internet in accessible format. The manual is also provided on a computer diskette and on videocassette. Contains three pages of references. (DB)

ED 406 763 EC 305 415

Neveldine, Thomas B.
Training Personnel for the Education of Individuals with Disabilities. Final Report.
PUB DATE- 94
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demonstration Programs; Elementary Secondary Education; *Emotional Disturbances; *Inservice Teacher Education; Instructional Improvement; *Outcomes of Education; *Preservice Teacher Education; School Districts; Special Education Teachers; Teacher Certification; Teacher Supply and Demand; *Teaching Skills; Workshops
IDENTIFIERS- *New York

A 4-year (1991-1994) project in New York State attempted to enhance the skills of regular and special education teachers and administrators working with students who have emotional disturbances and increase the quality of educational options students became more comfortable in using an electronic dialog format, which was judged as a successful exposure to a whole-language, student-centered teaching experience. (CR)

ED 406 781 EC 305 474

Pagliaro, Claudia M.
Teacher Subject Matter Competencies in Mathematics: Where Do We Go from Here?
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Hearing Impairments; Higher Education; *Knowledge Base for Teaching; Mathematics Achievement; *Mathematics Instruction; *Mathematics Teachers; Professional Development; Standards; Surveys; *Teacher Competencies; *Teacher Education
IDENTIFIERS- Council on Education of the Deaf; NCTM Professional Teaching Standards

A survey was conducted of teachers and administrators from schools for the deaf to analyze the poor mathematics performance of deaf and hard-of-hearing students. The insufficient training of deaf education teachers in mathematics, based on the National Council of Teachers of Mathematics (NCTM) Professional Teaching Standards and the proposed professional standards developed by the Council on Education of the Deaf, was examined. Results indicated that teachers were inadequately prepared: (1) only 25 percent of the teachers held a higher education degree in a mathematics-related field; (2) within the grade 9-12 category, just 51 percent had majored or minored in a mathematics-related field, as opposed to 81 percent of regular education mathematics instructors at this level; and (3) teachers at the grade 9-12 level reported having taken a mean number of only 7.5 mathematics-related courses. In terms of professional development, survey results noted that 60 percent of K-12 teachers had attended no school-sponsored mathematics in-service sessions within the previous year, while almost 40 percent attended no outside sessions; 65 percent belonged to no mathematics organizations; and 64 percent indicated reading no more than one mathematics publication. Recommendations are offered to better prepare teachers in mathematics, including making mathematics education a priority; having administrators take a more proactive role in increasing the competency of mathematics teachers; having deaf education teachers involved in mathematics join professional mathematics organizations, attend conferences, and read related publications; and having professional organizations focus attention on special populations. (Contains 13 references.) (CR)

ED 406 782 EC 305 475

Powers, Gerald W.
Parental Involvement: Deaf versus Hearing Children.
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association

ADHD" (Kerry A. Schwanz and R. W. Kamphaus); "Medical Interventions and School Monitoring" (William N. Bender), which includes a discussion on the teacher's role in medication treatments; "Intervention Strategies for Preschool Children with ADHD" (Josh Hall and others); "Teaching Students with ADHD in the Elementary Classroom" (Mickie Y. Mathes and William N. Bender); "Teaching the Secondary Student with ADHD" (Patricia Wallace Tilson and William N. Bender); and "The Adult with ADHD" (Laura M. Franklin and William N. Bender), which includes information on the characteristics of the adult with ADHD, family relationships of the adult with ADHD, and the adult with ADHD in the workplace. (Each chapter contains references.) (CR)

ED 406 799 EC 305 501

Kauffman, James M.
Characteristics of Emotional and Behavioral Disorders of Children and Youth. Sixth Edition.
PUB DATE- 97
NOTE- 612p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anxiety; Attention Deficit Disorders; *Behavior Disorders; Case Studies; Classroom Techniques; Cultural Influences; Delinquency; Depression (Psychology); *Disability Identification; Elementary Secondary Education; Eligibility; *Emotional Disturbances; Etiology; Family Influence; *Influences; Intervention; Schizophrenia; Student Characteristics; *Student Evaluation; Substance Abuse

This book is designed as an introductory text on special education for children and youth with emotional and behavioral disorders. Part 1 addresses the problems in the definition of emotional and behavioral disorders, the prevalence of the disorders, the growth of the field of emotional and behavior disorders, and major current trends. Part 2 examines procedures and problems in assessing emotional and behavioral disorders, and includes information on the difficulties encountered in classifying disorders, and evaluating for eligibility and intervention. Part 3 examines the origins of disordered behavior, including biological, family, school, and cultural factors. Facets of disordered behavior are covered in Part 4, including information on attention and activity disorders; conduct disorders; delinquency, substance abuse, and early sexual activity; anxiety and related disorders; depression and suicidal behavior; and schizophrenia and pervasive developmental disorders. Part 5 contains an interpretation and application of all of the preceding material to teaching practices. A brief case description is included at the end of each chapter, accompanied by several study questions, to help readers apply the chapter content to real-life problems. Personal reflections from educators are also included at the close of each chapter. (Contains over 1,600 references.) (CR)

ED 406 800 EC 305 502

Berry, Hugh; Halloran, William
The Supplemental Security Income Program and the School-To-Work Transition Initiative: A National Assessment of Potential Eligibility.
PUB DATE- 96

for services, and students who dropped out. Totals for each county in the state are provided and state totals are included at the end of the report. According to the data, 10,158 students with disabilities are expected to leave the public school system after the 1996-97 school year, with 7,115 graduating with a diploma, 2,432 dropping out, 325 graduating with a certificate of completion, and 286 reaching the maximum age for services. (CR)

ED 406 817 EC 305 523

Supported Employment and Transition Resources.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 139p.; Prepared by the Supported Employment, Parents, Transition and Technical Assistance Project. For earlier edition, see ED 370 314.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Disabilities; *Education Work Relationship; Employment Programs; Housing; Independent Living; Long Range Planning; *Parent Education; Parent Participation; Printed Materials; Secondary Education; *Self Advocacy; Social Integration; *Supported Employment; *Transitional Programs

This annotated bibliography of journal articles, manuscripts, books, and audiovisual materials provides information on resources available for parent training about supported employment and transition for individuals with disabilities. The resources are organized into the following categories: employment (59 resources); transition (93 resources); self advocacy (19 resources); community (15 resources); and housing options (7 resources). Each section begins with a success story of an individual with a disability. Contains lists of 17 resource organizations and 23 journals/newsletters. (CR)

ED 406 818 EC 305 524

Local Children's Mental Health Collaboratives. Report to the 1997 Minnesota Legislature.
SPONS. AGENCY- Minnesota State Legislature, St. Paul.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Children; *Delivery Systems; Elementary Secondary Education; *Emotional Disturbances; Family Programs; Financial Support; *Integrated Services; *Mental Health Programs; *State Programs
IDENTIFIERS- *Minnesota

This report to the Minnesota state legislature describes the status of the local children's mental health collaboratives. These mental health collaboratives were established in response to the fragmented service delivery system. Counties, school districts, and local mental health entities became partners with public health, juvenile corrections, and other community-based organizations in order to integrate funding, reduce duplication of services, and increase capacity. Findings of the report indicate that there are 15 approved children's mental health collaboratives representing 24 counties in Minnesota. Seven of these collaboratives have governance structures in

IDENTIFIERS- *Community Language Learning; San Francisco Unified School District CA

A collection of essays on Chinese heritage community language schools in the United States addresses these topics: the schools, their curricula, and organization (Theresa Hsu Chao); school administration and management (Chao, Lydia Chen, Edward Chang); academic curriculum (Pay-Fen Serena Wang); non-heritage Chinese learners: practices and implications (Ming Lee); extracurricular activities (Suray H. Lee, Chang-Yu Miao); Chinese language summer camps for students (Cathy E-Ling Chai); short-term professional development for teachers (Yu-Ming Peng); obtaining credit from local school districts (Rae Shae Chen); awarding credit through testing: the case of the San Francisco (California) Unified School District (Ju-Ching Liu); issues and recommendations for improving Chinese language schools (Shu-han Chou Wang); optimizing unique opportunities for learning (Martha Wang Gallagher); and forging a link: Chinese heritage community language schools and the formal education system (Xueying Wang). (MSE)

ED 406 838 FL 024 494

Melanges, No. 23.
PUB DATE- 97
NOTE- 182p.
LANGUAGE- French; English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; Comparative Education; Ethnography; Foreign Countries; French; German; Independent Study; *Instructional Materials; Language Attitudes; Language of Instruction; Language Proficiency; Language Research; *Language Teachers; Language Tests; Languages for Special Purposes; Linguistic Theory; Multimedia Instruction; Oral Language; Personal Autonomy; Second Language Instruction; *Second Languages; Speech Skills; Student Evaluation; Teacher Education; Videotape Cassettes
IDENTIFIERS- France; Great Britain

Articles on second language teaching and learning include: "Ethnographie comparee de la salle de classe en France et en grande-Bretagne" (Comparative Ethnography of the Classroom Environment in France and Great Britain) (F. Carton); "Pour une approche micro et macro du francais parle dans la formation des enseignants de FLE" (Toward a Micro and Macro Approach to Spoken French in the Training of French Second Language Teachers) (J-M. Debaisieux); "Video im Deutschunterricht: un outil televisuel au service de l'enseignement de l'allemand" (Video im Deutschunterricht: A Television Tool for German Language Teaching) (R. Duda); "Materiaux d'enseignement et apprentissage de langue: les options didactiques des 'modules de francais pour les professionnels du tourisme'" (Instructional Materials and Language Instruction: Teaching Options for "French Modules for Tourism Professionals") (M-J. Gremmo); "Autonomie et apprentissage autodirige: l'histoire d'une idee" (Autonomy and Self-Directed Study: The History of an Idea) (M-J. Gremmo, P. Riley); "Conception d'un produit multimedia: Xylolingua" (Conception of a Multimedia Product: Xylolingua) (O. Regent); "'Bats' and 'Balls': Beliefs about Talk and Beliefs about Language Learning" (P. Riley); and "L'aisance orale en langue etrangere: enseignement/acquisition et evaluation" (Oral Fluency in a Second Language: Teaching/Acquisition and Evaluation) (H. Schmitt-Gevers). Some articles contain references. (MSE)

Gillespie, Marilyn K.
Learning To Work in a New Land: A Review and Sourcebook for Vocational and Workplace ESL.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 96
NOTE- 166p.; A product of the Project in Adult Immigrant Education (PAIE).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Adult Education; Curriculum Design; *English (Second Language); Government Role; *Immigrants; *Labor Force Development; *Limited English Speaking; Literacy Education; Postsecondary Education; Program Design; Program Development; School Business Relationship; Second Language Programs; Secondary Education; *Vocational Education; Vocational English (Second Language); Work Environment

The study looks at the role of immigrants in the workforce, status of English language learning in vocational and workforce education, and ways the system can enhance opportunity and productivity for limited-English-proficient adults. It begins by examining characteristics of the current immigrant workforce and future labor requirements. The second chapter discusses the current service delivery system for adult vocational and basic education, focusing on the problem of fragmentation, design of existing major programs, and the funding outlook. Chapter three reviews research and trends in this area over two decades. In chapter four, aspects of program design and planning are examined, including models for integrating language and vocational training, need analysis, development of support and resources, recruitment, multiculturalism, instructional component development, support services, staffing, and program evaluation. The fifth chapter outlines steps in setting up a workplace English-as-a-Second-Language program, presents four models for creating a partnership between an educational organization and workplace, features of the partnership arrangement, need analysis, approaches to curriculum development, and program evaluation. The final chapter lists ten steps for enhancing the state and local role in this aspect of labor force development. Contains 192 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 858 FL 801 144

Mingkwan, Brigitte
Real Jobs for Real People: Guide for Teachers.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Career Planning; *Communication Skills; *Daily Living Skills; Decision Making; Employer Employee Relationship; *English (Second Language); Grammar; Immigrants; Interviews; Job Application; *Job Search Methods; Job Skills; Labor Market; Language Skills; Refugees; Relevance (Education); Resumes (Personal); Second Language Instruction; Skill Development; Teaching Guides; Vocabulary Development; *Vocational English (Second Language); Welfare Services; Work Attitudes

ED 406 875 HE 030 033

DeSalvatore, Kristen; Hughes, Linda

State-Funded Scholarship/Grant Programs for Students to Attend Postsecondary Education Institutions. National Association of Student Grant and Aid Programs (NASSGAP) 27th Annual Survey Report, 1995-96 Academic Year.

PUB DATE- Mar 97

NOTE- 67p.; For previous edition, see ED 393 361.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Grants; Higher Education; National Surveys; *Scholarships; *State Aid; *State Programs; *Student Financial Aid; Trend Analysis

This report presents data for the 1995-96 academic year on state-funded student scholarship and grant programs in 14 tables. States awarded over $2.9 billion in student aid to over 2 million students in 1995-96, an increase of 1.6 percent over the amount awarded the previous year. Of the $2.5 billion in need-based grant aid available, 99 percent went to undergraduates, and of the $500 million in non-need-based aid awarded, 95 percent went to undergraduates. Five states (California, Illinois, New Jersey, New York, and Pennsylvania) collectively awarded more than $1.5 billion in need-based aid to undergraduates, 60 percent of the total awarded in this category. Overall, state spending on need and non-need grant aid to undergraduates and graduates has increased 51.9 percent over the last 5 years. Ten states reported an increase of need-based aid to undergraduates of more than 10 percent over 1994-95 (Arkansas, Colorado, Delaware, Maine, Maryland, Nebraska, North Carolina, Texas, Virginia, and West Virginia), while 5 states reported a decrease in funding of more than 10 percent (Arizona, Hawaii, Massachusetts, New Hampshire, and New Jersey). Tables provide detail by state on such factors as: need-based and non-need-based aid, state student incentive grant program activity, number of awards and dollars by sector, grant dollars per resident population, and percentage of undergraduates receiving grant awards.(MDM)

ED 406 876 HE 030 034

Feldman, Jonathan

Universities in the Business of Repression: The Academic-Military-Industrial Complex and Central America.

PUB DATE- 89

NOTE- 371p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Activism; *Civil Liberties; *Corporations; Financial Support; Foreign Countries; *Foreign Policy; Higher Education; International Relations; *Military Organizations; Research and Development; School Business Relationship; *Universities; Violence; War

IDENTIFIERS- *Central America; Divestiture; Military Industrial Complex; Military Role; *Repression; United States

This book presents the thesis that U.S. universities have become part of an academic-military-industrial complex that support repression and murder in Central America. Part 1 explains how U.S. policies have been based on murder in Central America and failing to complete their programs, universities are turning to group dynamics as a tool to maintain persistence. The formation of doctoral student and faculty cohorts is used to promote the retention of graduate students in professional schools. The close collaboration and reinforcement that develop between students and faculty improves task completion while it promotes team building practices. The practice of using mentor students from other cohorts, both in the university and the community, enhances the students' exposure to learning and provides much needed support to members trying to work full-time while earning their doctorates. The interaction between students and their cohort mentors facilitates more productive movement between students, the university, and the global marketplace. Data from a survey of 108 doctoral students from eight universities suggests that group cohesiveness and persistence to the degree are significantly correlated. (Contains 23 references.) (JLS)

ED 406 895 HE 030 068

Robertson, Lona J.; Bean, John P.
Job Satisfaction for Women Faculty Members in a Predominantly Female Discipline.
PUB DATE- 28 Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Faculty College Relationship; Faculty Workload; Higher Education; *Home Economics; *Job Satisfaction; Land Grant Universities; Mentors; Organizational Climate; *Quality of Working Life; Regression (Statistics); Socialization; Statistical Analysis; *Teacher Attitudes; Teacher Characteristics; Teacher Morale; Teacher Welfare; *Women Faculty

This study examined: (1) factors associated with global job satisfaction for women faculty members in family and consumer sciences programs at land-grant institutions; (2) the extent to which these factors explain the global job satisfaction for these women faculty; and (3) the effect of the covariates of age, rank, and tenure on the global job satisfaction of the women faculty in these departments. Faculty at land-grant institutions were randomly selected to participate in the study. Data were collected using a mailed survey sent to 202 women faculty resulting in 138 completed surveys. Responses indicated high to very high levels of satisfaction with autonomy, work, relationships with students, opportunities to participate in academic decision making, role clarity, peer relationships, work load, and benefits. Low levels of satisfaction were reported regarding opportunities for mentoring by senior colleagues, the balance between work and other activities, and equity of policy. Respondents also reported low levels of satisfaction with working conditions, pay, recognition, and general resources. The results indicate that socialization and climate are the two factors that explain the greatest proportion of variance in the global job satisfaction of women faculty in the family and consumer science programs at land-grant institutions. (Contains 46 references.) (JLS)

ED 406 896 HE 030 069

IDENTIFIERS- *Mount Vernon Nazarene College OH

This report describes the development of a portfolio assessment process for the bachelor of business administration (BBA) program at Mount Vernon Nazarene College in Mount Vernon, Ohio. The BBA program is designed primarily for working adults. This process was developed by reviewing the literature on portfolio assessment, examining the use of portfolio assessment at 10 institutions of similar size and mission, presenting a working plan to a formative committee at the college, incorporating feedback and presenting the plan to a summative committee, and presenting the plan to the vice president for academic affairs for review and implementation. The portfolio assessment process will allow for three areas to be developed within the BBA curriculum: a variety of individualized learning experiences, shared ownership between the student and instructor of the assessment process, and a format to illustrate the outcomes of the individualized learning experiences. Twelve appendixes provide correspondence related to the research, results of the reviews of portfolio assessment at the 10 institutions, results of the formative and summative committee reviews, and the implementation plan. (Contains approximately 240 references.) (MDM)

ED 406 915 HE 030 089

New York State Higher Education Services Corporation. 1995-96 Annual Report.
PUB DATE- 97
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grants; Higher Education; Program Budgeting; Program Descriptions; *Scholarships; *State Agencies; State Legislation; State Programs; Statistical Data; *Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *New York State Higher Education Services Corp; *Tuition Assistance Program NY

This report describes the activities of the New York State Higher Education Services Corporation (HESC) during the 1995-96 fiscal year. It provides an overview of student and parent financial aid programs, including the Tuition Assistance Program (TAP), the largest state grant program in the United States. Major advances reported for 1995-96 included efforts to emphasize student access, college affordability, and academic achievement, such as legislation that will permit HESC to join with the federal government and out-of-state colleges to guarantee student loans in other states, advances in default prevention, and growth in HESC's electronic funds transfer program. Seventeen tables provide data on student loans (including number and amount of loans guaranteed, loans outstanding, collections on defaulted loans, and default purchases and trigger rates), grants and scholarships (including TAP recipients and expenditures by level of study and institution type and number and dollar amount of scholarships and awards), aid administered by HESC, aid applications received and processed, training workshops, customer services, and publication and video distribution. The report also includes financial statements. (MDM)

ED 406 916 HE 030 090

The New York State Aid for Part-Time Study Program: A Progress

ED 406 936 HE 030 112

CSU Admission Handbook: Policies for Determining Undergraduate Admission.
PUB DATE- Jan 96
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Records; Academic Standards; *Admission Criteria; *College Admission; College Applicants; *Graduation Requirements; Higher Education; Prerequisites; *School Catalogs; School Registration; State Colleges; State Universities; Student Evaluation; Student Recruitment; Transfer Policy; Undergraduate Study
IDENTIFIERS- *California State University

This handbook presents admission policies that apply systemwide at all 22 campuses of the California State University. Fifty-eight key points are set out under headings including: admission requirements for first-time freshmen; honors courses; advanced standing credit; college preparatory subject requirements; waiver of foreign language requirement; high school graduation equivalency; transferring to the California State University; calculating transfer grade point average; admissions requirements for undergraduate transfers; approved alternative programs for making up missing subject requirements; placement tests; general education breadth requirements; certification of general education and graduation requirements; impacted undergraduate programs; cross-enrollment program; summary of residence requirements; and other admissions provisions. Also included is an admissions coding chart, an eligibility index table, a glossary, and a list of admissions personnel. (Contains 15 references.) (CH)

ED 406 937 HE 030 113

"Three Strikes" Law Could Undermine College Opportunity.
PUB DATE- Oct 94
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Compliance (Legal); Correctional Institutions; *Crime Prevention; Criminal Law; Economic Impact; Educational Opportunities; Educational Resources; Higher Education; *Law Enforcement; Prisoners; Resource Allocation; Sentencing; State Government; State Legislation; Taxes
IDENTIFIERS- *California; *Three Strikes Laws

This report attempts to assess the impact on affordable higher education in California of the state's "three strikes" law enacted early in 1994. The report estimates that, as written, the state would not only have to use all expected increased revenues but also find additional amounts to maintain the increased prison population. It suggests three modifications, which by removing certain types of felonies from the provisions under the law, would reduce projected costs. The report also notes that because higher education competes with other state services for funds, higher correctional costs will impact directly on funds available for education. The report foresees three major public policy options should this occur: severely

Portfolio in Math: A Report from the University of Nebraska-Lincoln"; "Teaching Teams in the Math Department at the University of Nebraska-Lincoln"; "A Team Approach to Course Design and Teaching in an Integrated Arts and Humanities Course at Alverno College"; "Coordinated Studies: A Model for Faculty Collaboration and Team Teaching in a Consortium of Washington Campuses"; "Team Teaching about Teaching in the Disciplines: The Pedagogy Seminar at Millersville University"; "Collaborative Inquiry in the Teaching of Writing Theory and Practice at the University of Nebraska-Lincoln"; "Collaborative Inquiry in an Early Childhood Education Course at the University of Wyoming"; "A Collaborative, Comparative Study of Student Learning in Chemistry at the University of Wisconsin-Madison"; "The Pedagogical Colloquium: Focusing on Teaching in the Hiring Process in the Stanford University History Department"; "A Professional Development Program for Graduate Students: Fostering Collaboration in the Writing Program at Northern Arizona University"; "The Departmental Teaching Library: A Mathematics Course File at the University of North Carolina at Charlotte"; "External Peer Review of Teaching: A New Effort in the Chemistry Department at IUPUI"; and "Piloting Long Distance Interviews with Students as a Potential Component of the External Peer Review of Teaching." (Some reports contain references.) (MSE)

ED 406 956   HE 030 175

Lynton, Ernest A.
Making the Case for Professional Service. Forum on Faculty Roles & Rewards.
PUB DATE- 95
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chemical Industry; *College Faculty; Curriculum Development; Elementary Secondary Education; English (Second Language); Ethical Instruction; *Faculty Workload; Geology; Higher Education; Historiography; Immigrants; *Institutional Mission; Instructional Materials; Manufacturing; Material Development; *Outreach Programs; Police Education; Professional Associations; *Public Service; Scholarship; Scientific Research; Second Language Programs; Teacher Responsibility; *Teacher Role

This monograph explores the concept and practice of college and university outreach through faculty professional service, in which faculty help both meet societal needs and fulfill their institution's mission through work based on their scholarly expertise. It points out that professional service by faculty can become a source of innovation and discovery in scholarly theory and methodology; enhance the quality of instruction, especially in professional education; and be intellectually invigorating for faculty themselves. Such work also provides a direct intellectual resource for the institution's external constituencies. Professional service can take a variety of forms, including technology transfer, technical assistance, policy analysis, program evaluation, organizational development, community development, program development, professional development, expert testimony, and public information. Five case studies exemplify outreach projects demonstrating the potential for scholarship in such work. They include projects to chronicle the development of a state professional association, develop geological field study guides

Department of Education to develop Level II Model Technology School (MTS) Projects intended to enhance instruction and student learning through a combination of curriculum improvement and integration of technology within a single comprehensive curriculum area across all grades at a single school site. Areas to be addressed by the projects included the curriculum, staff development, learning resources management, dissemination, and evaluation. Data were collected from each of the project sites through staff interviews; a self-assessment inventory; surveys of teacher and student reactions; dissemination assessment; adoption evaluation; and case studies. The report presents detailed findings for projects at 6 of the 11 projects schools: (1) Project FUTURE, a middle-school language arts/technology program at Crest View Elementary School in Huntington Beach; (2) Project TASC II, a life, physical and earth sciences program for students in grades 7 and 8 at Upland Junior High School; (3) Project LINKS, a literature-based integrated language arts program for students in grades K-6 at Laguna Road Elementary School in the Fullerton Elementary School District; (4) Project TOPS, a science program for students in grades K-6 at Skyline Elementary School in the South San Francisco Unified School District; (5) Project HAT, a history/social science project for students in grades 7 and 8 at Andrew Carnegie Middle School in the San Juan Unified School District; and (6) Project TIME, a history/social science project for students in grades 9-12 at Santa Barbara High School. Findings of site visits to the schools are also summarized. A summary of the findings for all six projects and recommendations conclude the report. The assessment instruments are appended. (AEF)

ED 406 974   IR 018 326

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume IV: California Technology Project.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 174p.; For volumes I-VI, see IR 018 323-328; for the 1984-1992 study (phases I-IV), see IR 018 319-322; for the 1984-1992 summary report, see ED 348 951.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Consortia; *Educational Technology; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; Formative Evaluation; Measurement Techniques; Program Evaluation; Questionnaires; School Surveys; Self Evaluation (Groups); *State Programs; Summative Evaluation
IDENTIFIERS- *California Educational Techn Assessment Prog; Technology Integration

This report, the fourth in a series of six, describes the evaluative studies conducted during Phase II of the California Educational Technology Assessment Program, the California Technology Project (CTP), and the CTP Regional Consortia. The report begins with background information on the CTP, starting with the earlier statewide network of regional Teacher Education and Computer Centers (TECCs) which was discontinued. Legislative provisions for the establishment of the CTP in 1988 are then described, as well as the planning, development emphasis, and implementation of the CTP Project. The emergence of CTP Regional Resource Consortia is discussed, and

High School: A Partnership at Work" (Wells); "Survival Skills for Business and Marketing Education" (White); and "Exploring the Internet" (Wilson). (MN)

ED 406 526 CE 073 733

Bartholomeus, Yvonne, Ed.; And Others
The Quest for Quality--Towards Joint European Quality Norms.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).
PUB DATE- 95
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Career Education; *Career Guidance; Case Studies; Community Education; Cooperative Planning; Course Descriptions; Ecology; Economic Change; Education Work Relationship; Educational Change; Educational Quality; Employment Qualifications; Employment Services; Ethics; Foreign Countries; *International Cooperation; *International Educational Exchange; Position Papers; Secondary Education; Standards; Student Certification; Technical Institutes; Total Quality Management; Two Year Colleges
IDENTIFIERS- Denmark; *Europe; Global Economy; High Performance Work Organizations; ISO 9000; *Quality Indicators; United Kingdom

This book contains the following papers about considerations in developing joint European quality norms for vocational guidance: "Joint Quality Norms in Guidance"; "Careers Guidance in the Information Society" (Frans Meijers); "The Changing Nature of Guidance" (J. Chamberlain); "Quality with Policy: Beyond Calimero?" (Saskia den Broeder); "Ethical Guidelines for Guidance Counsellors. Discussion Paper Draft Version" (Danish National Council for Vocational and Educational Guidance); "Ethics in Careers Guidance" (Frans Meijers); "Internationalisation: Economy and Ecology" (Peter Plant); "Deregulation and Quality" (Frans Meijers); "Quality and Careers Guidance in the UK" (Cliff Spracklen); "Quality Issues for Guidance Counsellors in Ireland: Perspective of the Institute of Guidance Counsellors" (Breeda Coyle); "Quality Management in Vocational Guidance" (Mariet Herle); "ISO International Standards Organization 9000 in Vocational Guidance" (Soren Borch); "Quality Improvement and Quality Assurance in Knowledge Intensive Service Organisations" (Eric Mooijman, Ronald Stevens); "Quality Management and ISO Standards in the PMS Centres for Community Education in Flanders" (Anita Faucompret); "Quality Management in a Danish Technical College" (Lisbeth Hojdal); "The Employment Office and ISO Certification" (Frank Witkamp); "Assessing Course Information Material" (Dutch National Careers Guidance Information Centre); "Complaints about Course Information Material"; "A Case Study of Course Information Material--with Transnational Comparison" (John McCarthy); "Quality Norms for Written Information in Denmark" (Ole Dibbern Andersen); "Summary of Contribution to the Enigma Expert Meeting on Quality in Information" (Anne van der Meiden); and "The Enigma ENhancing the quality of Information and Guidance MAterial Group." (MN)

ED 406 527 CE 073 734

Bevan, Stephen; And Others

IDENTIFIERS- *Pennsylvania; 353 Project

The primary objective of the Success Stories: From Learning to Leadership project, which was conducted by a private consulting firm, was to provide technical assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in its efforts to select and recognize the achievements of 10 outstanding ABLE students in 1996. The project's staff edited the nominations, made the arrangements necessary for the winners to participate in the national Commission on Adult Basic Education (COABE) conference at which the award ceremony was held, handled the required payments for the conference, prepared and published 2,000 copies of a booklet profiling the 10 outstanding students, and provided each of the 9 ABLE programs with award winners with 200 flyers for promotional purposes. In the booklet, which was titled "Learning to Leadership," the 10 award winners emphasized their achievements as a direct result of the adult education they had received. (The booklet profiling individual award winners is included.) (MN)

ED 406 546 CE 073 791

Bailey, Thomas; Merritt, Donna
School-to-Work for the College-Bound.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; Based on ED 405 476.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; Career Education; *Career Exploration; Cognitive Development; *College Bound Students; *Constructivism (Learning); *Education Work Relationship; Educational Change; Experiential Learning; High Schools; Vocational Education; *Work Experience Programs

The case can be made that school-to-work programs can be a college preparatory strategy because they can teach academic skills as well as and possibly even better than more traditional approaches. The skepticism about its potential as a means of preparing students for college is based on misconceptions about its characteristics. Its three basic elements--authentic teaching and learning, out-of-class experience, and career and interest exploration--support all types of learning. Authentic teaching and learning requires students to develop in-depth understanding and apply academic learning to important, realistic problems. Experiences outside the classroom strengthen and increase the amount of knowledge learned, understood, and retained. Systematic exploration of student interests and career goals can stimulate interest in academic learning. Some of the most highly regarded school-to-work programs are explicitly designed for college-bound students. Empirical evidence shows many school-to-work programs have high college attendance rates and the use of authentic pedagogy leads to gains in both traditional test scores and in measures of authentic learning. Reformers have taken three broad approaches to reduce the conflict between participation in school-to-work activities and admission to selective colleges: accommodation of the school-to-work program within the existing college admission system, communication between individual schools and colleges, and reform of assessment and college admissions procedures. (Contains 10 references.) (YLB) streams and through a discrete field of study. Module purposes at each of the four levels are described, and information is provided on reading the learning outcome details, including assessment criteria, assessment criteria, conditions of assessment, and assessment tasks. (YLB)

ED 406 564 CE 073 826

Child Care, Family, and Work Issues: Current Statistics and Their Implications.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Adults; *Day Care; *Employed Parents; Employer Supported Day Care; Family Needs; Family Problems; *Family Work Relationship; *Job Satisfaction; Life Satisfaction; Sick Child Care; *Work Environment

This issue contains three fact sheets covering the impact of child care on work, the impact of family on work, and the impact of work on family. They are meant to be given to community and business leaders, employers, school board members, legislators, local community agency staff, and other individuals who desire a productive workforce. Each of the fact sheets is divided into two sections--statistics and implications. The statistics section presents the current situation of employees as they balance work and family, including child care. The implications section expresses suggestions for dealing with work, family, and child care issues. The fact sheets contain 6, 12, and 13 references respectively. (KC)

ED 406 565 CE 073 828

Kim, Kwang; And Others
Participation in Basic Skills Education: 1994-95. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; Adult Students; Age; Basic Skills; *High School Equivalency Programs; *Student Participation
IDENTIFIERS- General Educational Development Tests

Information about the participation of adults in basic skills education was gathered in the 1995 National Household Education Survey, which investigated participation during the 12 months prior to the telephone interviews. Of the 23,969 adults sampled for the adult education component, 80 percent completed the interview. Key findings included the following: (1) about 1.8 million adults participated in basic skills education; (2) younger adults were more likely to participate and adults over 55 were less likely to participate; (3) about 1.5 million adults received a General Educational Development (GED) certificate or were aged 20 and older and earned a high school diploma; (4) two-thirds of participants in basic skills

DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Developed Nations; Developing Nations; *Distance Education; Educational Quality; *Feedback; Foreign Countries; Higher Education; *Open Universities; Program Effectiveness; Program Evaluation; Student Attitudes; Teacher Response; *Teacher Student Relationship; Technological Advancement

IDENTIFIERS- *Fernuniversitat (Germany); *Indira Gandhi National Open University (India)

A study compared students' perceptions about the quality and cost-effectiveness of and satisfaction with feedback they get through: written correspondence; face-to-face sessions; and noncontiguous interaction on electronic media. The survey received responses from 529 of 2,500 active students of the German FernUniversitat (FeU) and 653 of 2,500 active students of the Indian Indira Gandhi National Open University (IGNOU). Comparative analysis revealed a number of significant differences that supported the hypothesis that material development of a society results in better support to students in distance education. In general, FeU was found to provide its students better feedback than IGNOU. FeU students found feedback from all forms of noncontiguous communication to be significantly more cost effective than IGNOU students. Feedback through computer-marked assignments was better than tutor-marked assignments at FeU and it was least qualitative and cost effective at IGNOU, reflecting the impact of industrialization in Germany on distance education. Another support for this contention was that, although qualitatively the two universities did not differ significantly in tutor-marked assignments to students, FeU students perceived it to be more cost effective. Distance students in both universities viewed face-to-face sessions very positively. (Appendixes include 44 references and the student questionnaire.) (YLB)

ED 406 584 CE 073 881

Scheeres, Hermine; And Others

The Adult Basic Education Profession and Competence: Promoting Best Practice. Final Report 1993.

SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.

PUB DATE- 93

NOTE- 88p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Basic Education; *Adult Educators; Competence; Competency Based Teacher Education; Educational Research; Foreign Countries; Knowledge Base for Teaching; Professional Development; *Teacher Competencies; *Teacher Competency Testing; Teacher Qualifications

IDENTIFIERS- *Australia

This report describes the adult basic education profession in Australia across state boundaries and across a wide range of contexts. Chapter 1 discusses competencies and professions and why competency-based teacher education has been unsuccessful. Chapter 2 discusses the context of Adult Basic Education Competencies. Chapter 3 describes the research methodology that led to development of the competency descriptors: three functional analysis workshops with practitioners, group and individual critical incidents interviews, observations of and interviews with 29 teachers, examination of documents, and review of information from other projects. Chapter 4 outlines the competency descriptions. Competencies are divided into seven units, each consisting of two to four elements with period for the teaching profession should be the primary emphasis for effecting the goal of making psychologists indispensable in the schools. Through planned collaborations in the field during preservice training, each professional could learn about the perspectives of the other along with an appreciation of potential professional collaborations. A second opportunity for reinforcing the earlier "bonding" experience of teachers and school psychologists is the critical need to provide new teachers with a supportive induction period as one means to address the attrition rate among teachers. The absence of a supportive network and work environment for teachers has been a long recognized handicap for this profession. The school psychology training program, through its faculty and/or students, along with local school psychological services staff can provide a valuable resource to such a program. Peer mediated learning strategies to promote teacher retention can also be facilitated by school psychologists through organization and promotion of collegial dialogue. (JBJ)

ED 406 603   CG 027 476

Short, Rick Jay
Replacing Schools with Children: Making Psychologists
  Indispensable to Schools and Communities.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable:
  Critical Questions and Emerging Perspectives. Greensboro, NC.
  ERIC Counseling and Student Services Clearinghouse, 1996. p71-
  76; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
  (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Counselor Training; Elementary Secondary Education;
  *Integrated Services; *Psychological Services; Pupil Personnel
  Services; Pupil Personnel Workers; School Community
  Relationship; School Counseling; *School Psychologists; *School
  Restructuring; *Social Problems; Special Education

Society's concepts of children, schools, and communities are undergoing significant changes. These changes are reflected prominently in federal and state policy initiatives. Substantive, rather than political, indispensability, may require careful rethinking of school psychology's fundamental identity, training, and practice to match these changes. Psychology currently occupies a prominent role in at least two traditional areas of American education: (1) as a recognized foundation for preservice preparation of teachers and administrators, and (2) through federal legislation mandating psychological assessment of children experiencing difficulties in school to determine eligibility for special education services. However, psychology's continued relevance may depend on adapting to reconceptualized views of children and their problems, along with assumption of leadership in solving these problems. New models of school-based and -linked services will require new ways of delivering services across settings in ways that allow different disciplines and specialties to work in concert rather than in competition. Indispensability in the schools will be predicated on psychology's ability to establish itself as necessary beyond schools, to address complex, child-centered problems with manifestations and necessary intervention across settings and systems. (JBJ)

ED 406 604   CG 027 477

abuse. Contrary to the media's depiction, the majority come from two-parent homes, have no prior arrests or notable behavior problems. The median age of the offenders is between 14 and 15; the median age of the victim is 7. For such juvenile offenders, group therapy is the treatment of choice. Along with support from the justice system, parental support is essential to effective treatment of the young offender. Sex offender intervention must confront the parents' feelings of shame, anger, or denial in order to involve them in their child's treatment and their responsibility in maintaining a safe community. The response to problematic juvenile sex behavior must be balanced, protecting children from harmful coercion or assault, and still respecting the vagaries of normal psychosexual development. The potential of the media to serve as a primary prevention effort toward the goal of a sexually safe society is highlighted. (LSR)

ED 406 622 CG 027 605

Ivey, David C.; And Others
The Roles of Gender and Training in Perceptions of Infidelity.
PUB DATE- 11 Aug 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; Counselor Client Relationship; *Counselor Training; Marital Instability; *Marriage Counseling; *Role Perception; *Sex Bias; Sex Role
IDENTIFIERS- *Couple Therapy; *Infidelity; Training Effectiveness

Despite the increasing incidence of infidelity, little empirical evidence is available to guide the efforts of marriage and family therapists in this area. This study examines how gender, participant training, and follow-up mitigating information relate to perceptions of individuals in couple relationships presenting for therapy with a history of infidelity. Participants included 126 non-therapists, 113 affiliates of the American Association for Marriage and Family Therapy (AAMFT), and 118 AAMFT clinical members who rated 2 written case histories: (1) a heterosexual couple presenting for therapy with concerns pertaining to the male partner's involvement in a 12-month affair, and (2) a couple where the female partner was involved in an affair. Follow-up scenarios describing the same couple subsequent to five marital therapy sessions were also rated. Results suggest that the views of individuals within these relationships are associated with each of the key variables examined in this study. The findings indicate that divergent and potentially inequitable standards are involved in the perception of male and female partner adjustment. Advanced training and experience appeared to be associated with an ability to recognize and report adjustment difficulties. Specific effects of training appear to interact with client gender in shaping impressions. (Author/RJM)

ED 406 623 CG 027 610

Portnoy, Robert N.
Automated Telephone Screening Survey for Depression on a University Campus.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American

Klein, Patti J.
Evidence of Vocabulary Development in Television Programs for Preschoolers.
PUB DATE- Apr 97
NOTE- 91p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Television; Comparative Analysis; *Educational Television; Language Acquisition; Media Research; *Preschool Children; Preschool Education; Qualitative Research; Statistical Analysis; Teaching Methods; *Television Viewing; *Vocabulary Development
IDENTIFIERS- Research Suggestions; Television Networks

A study explored the vocabulary development available in a variety of current preschoolers' television shows. A quantitative analysis of seven programs on two networks (PBS and Nickelodeon) was undertaken over a total viewing time of 40 hours; a qualitative analysis of techniques used to present vocabulary was also documented for these shows. Comparative analysis of PBS and Nickelodeon showed no significant difference in the amount of vocabulary presented on the two networks. Qualitative analysis indicated that although a variety of techniques were used, most shows employed the same set of techniques repetitively. More generally, the study indicated that (1) the total amount of vocabulary presented for consumption in each episode, show, and network is astounding--the availability for language acquisition is unclear; (2) statistically, the top shows of two major networks were not significantly different in the amount of vocabulary presented; and (3) there was quite a range of quantity presented among the different episodes, even among shows using the same few techniques. The ability to learn from each of the techniques was not part of this study; it is an area needing further development. (Contains 16 references and 3 appendixes of research material.) (TB)

ED 406 643 CS 012 775

Grow, Gerald
Contemporary Reading Research, Its Peers and Precedents: An Annotated Bibliography.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Psychology; Constructivism (Learning); Elementary Education; Psycholinguistics; *Reading Research; *Schemata (Cognition); Whole Language Approach
IDENTIFIERS- Reading Theories; Strategic Reading

This 62-item annotated bibliography presents books, journal articles, and book chapters on the general topic of reading research published between 1932 and 1992. In addition to reading research, topics covered by the bibliography include: schema theory, strategic reading, cognitive psychology, whole language, the psycholinguistic view of reading, and constructivism. (RS)

ED 406 644 CS 012 776

literature and reviews of curricular content suggest causes related to an over-emphasis on the basal reading approach, the use of ability grouping, and student inability to use multiple strategies to become independent readers. Solution strategies combined with an analysis of the problem setting resulted in three major categories of intervention. A literature-based classroom and a reading workshop program were implemented and mini-lessons designed for the development of word attack skills were presented in whole group and small group sessions. Results from post-intervention data indicated a decrease in the percentage of students who found reading difficult and an increase in the understanding of reading strategies. (Contains 4 figures of data and 36 references; 8 sample forms are appended.) (Author/CR)

ED 406 663   CS 012 803

Salch, Kim; And Others
Improving Reading Comprehension of Third and Fourth Grade Students.
PUB DATE- 2 May 96
NOTE- 66p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Classroom Techniques; Elementary Education; Elementary School Curriculum; Elementary School Students; Grade 3; Grade 4; Instructional Improvement; Intervention; Learning Activities; Prereading Experience; *Reading Comprehension; Reading Instruction; Reading Skills; *Reading Strategies
IDENTIFIERS- Illinois (North)

A project developed processes for improving the reading comprehension of third- and fourth-grade students in two progressive suburban communities in northern Illinois. Analysis of probable cause data revealed that students lacked knowledge of reading strategies and a review of the district's general curriculum and textbooks revealed systematic reading instruction is not implemented after grade 2. Solution strategies, combined with an analysis of the problem setting, resulted in the selection of three categories of intervention: (1) development of activities for students at a prereading stage of instruction; (2) implementation of reading strategies during reading; and (3) contemplation and reflections after reading. All of these occurred through curricular modifications and changes in teaching practices. Prereading activities included story impressions, anticipation guide, semantic mapping and feature analysis, and vocabulary activities. During reading strategies included Directed Reading Thinking Activities (DRTA), jigsaw, Generating Interactions between Schemata and Text (GIST), ReQuest, semantic mapping, and a variety of graphic organizers. Over the course of the research time frame of October 1995 to January 1996, the more students participated in direct reading instruction, the more strategies they used while reading independently, the more interest and understanding of new and unusual vocabulary was increased. Results from post-intervention data indicated that the use of the strategies was effective in improving the reading comprehension of the targeted students. Findings suggest that the implementation of the activities dramatically increased the reading comprehension of the below grade level students. (Contains 12 figures of data and 43 references; 11 sample forms are appended.) (Author/CR)

When General Education Reforms Include Writing, What Happens to the Writing Center?
PUB DATE- Mar 96
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Faculty Development; *General Education; *Higher Education; Student Development; Student Needs; *Writing across the Curriculum; *Writing Laboratories
IDENTIFIERS- Educational Issues; *Faculty Attitudes

What happens in a writing center is always directly linked to a particular curriculum. If the "old regime" featured a 2-course writing requirement, the writing center director generally teaches in the English department and the center works closely to support composition and technical writing and advanced composition sections. Student writers may make repeated use of the center while enrolled in those writing/English courses, but a relatively small percentage think of the center later when faced with term papers or reports in other courses. In the case of curriculum reform, writing receives a different focus. As a result of the new curriculum, more teachers and more students will be more involved with writing. Questions which come up can be divided into "Practical Questions" and "Role Questions." For example, what services will define the writing center's relation to student writers? Will the writing center play a part in faculty development workshops or seminars? Is the writing center space large enough to handle increased demand, and is it adequately furnished? What unites the questions is the role of partnership. In the best of all worlds, the writing center is a major factor, extending its partnerships with students and faculty in ever greater directions and in ever greater numbers. (NKA)

ED 406 684 CS 215 814

Wu, Hui
Students' Conversations We Have Never Heard: Transparencies on the Listserv.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Response; *Computer Assisted Instruction; *Computer Mediated Communication; Higher Education; Instructional Improvement; Learning Strategies; *Student Participation; Teacher Student Relationship; Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Computer Assisted Writing; Dialogic Communication; *Listservs; Speaking Writing Relationship

Just as the spoken word, virtual discourse in the listserv-assisted composition class unites the writer and the audience into a group. On-line writing takes the form of dialogue, and the reading of the on-line text does not shatter the audience regularly designed course presents a struggle for the professor. A course developed about the Internet to provide help would logically contain a small hands-on, on-line component and require the instructor to perform limited course design preparations. Professors who do not invest the time in course development and modification now will be in little demand for the communication programs of tomorrow. (Contains a sample course description and lists of on-line resources, tutors, and development resources.) (CR)

ED 406 702 CS 509 482

Allen, Mike; And Others
Examining Textbooks: An Analysis Examining Changes Over Time.
PUB DATE- Apr 97
NOTE- 39p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Meta Analysis; *Public Speaking; *Research Utilization; *Textbook Content; Textbook Research; *Textbooks; Theory Practice Relationship
IDENTIFIERS- Research Integration

A study extended the work of M. Allen and R. Preiss (1990) that analyzed the issues in public speaking textbooks and the level of accuracy with which scientific information is represented. A total score analysis of 112 textbooks showed no significant improvement in the accuracy of textbooks over time or with new editions. Findings of the preliminary analysis suggest that public speaking and persuasion textbooks are not benefiting from the research advances in the field. More collaboration between research findings and pedagogical practices is needed. (Contains 177 references and 3 tables of data.) (Author/RS)

ED 406 703 CS 509 484

Warren, Ron; And Others
Building Communication Environments in Distance Education.
PUB DATE- Nov 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communication Apprehension; *Computer Assisted Instruction; *Constructivism (Learning); *Distance Education; Higher Education; Information Technology; Learning Strategies; *Telecommunications; Telecourses
IDENTIFIERS- *Communication Behavior; Computer Use

A study examined 49 students' use of distance education (DE) technology in a telecommunications course about the social and economic impacts of information technology. The originating site was a specially equipped television studio on the home campus. Aside from study guide readings, students wrote reaction journals and a paper about an information professional, kept a log of information-related articles, evaluated an information retrieval exercise using databases, and wrote a take-home final. The course was delivered via 2-way audio, one-way video teleconferencing for 5 weeks; for the

ED 406 723   EA 028 063

English, Fenwick W.
Redefining Leadership as Meaning in Context.
PUB DATE- Oct 96
NOTE- 20p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Structures; *Educational Administration; *Educational Theories; Elementary Secondary Education; *Foundations of Education; Higher Education; *Leadership; *Leadership Qualities; Social Sciences
IDENTIFIERS- *Postmodernism

For a long time educational administration has been enamored with the idea that studies about leadership should lead to contextually free generalizations. Despite decades of empirical studies modeled after the social sciences' most rigorous disciplines, very little is known about leadership. Previous views of leadership attempted to generalize across specific contexts to arrive at rules by which the researcher could describe, predict, and control the phenomena under study. This paper takes the position that in the area of leadership, the attempt has been a failure. The leadership theory of Howard Gardner (1995) asserts that understanding of the function of leaders and their cognitive processes begins by understanding their mental images. Mental images are language-based and culturally encapsulated. The paper examines the importance of leadership by looking at acknowledged leaders and the biographies of those they admired or read about in school. By starting with leaders and moving backwards, it may be possible to discern what qualities of those other leaders inspired them. The paper challenges the radical dualism of the traditional mindset in educational administration, which believes the discipline will collapse if it is contextualized as simply a matter of language and culture. Educational theorists would then have to abandon claims to an illusory objectivity that never existed and examine leadership solely within cultural and linguistic borders. (Contains 44 references.) (LMI)

ED 406 724   EA 028 268

Holman, Elizabeth; DePaul, Amy
Let's Talk about Education Improvement.
PUB DATE- Dec 96
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agenda Setting; Audience Response; *Discussion Groups; Elementary Secondary Education; Meetings; Public Affairs Education; *Public Opinion; *Public Relations; *School Community Relationship; Social Attitudes

Working with schools and communities across the United States, the Education Commission of the States has learned that people want to express their opinions about schools in their communities. This guide was designed to help engage all sectors

Teaching and Learning in Mixed-Age Classrooms" (Charles Rathbone, Anne Bingham, Molly McClaskey, and Justine O'Keefe); (4) "Children at the Center: Implementing the Multiage Classroom" (Bruce A. Miller); and (5) "Nongraded Education: Overcoming Obstacles to Implementing the Multiage Classroom" (Joan Gaustad). (LMI)

ED 406 744 EA 028 309

Lashway, Larry
Shared Decision Making.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Role; Decision Making; Educational Cooperation; Elementary Secondary Education; *Governance; Interprofessional Relationship; Leadership; *Participative Decision Making; *Principals; *Teacher Administrator Relationship

In shared decision making (SDM), principals collaborate with teachers and sometimes parents to take actions aimed at improving instruction and school climate. While research on SDM outcomes is still inconclusive, the literature shows that SDM brings both benefits and problems, and that the principal is a key figure. This brief offers a sampling of recent research on shared decision making: (1) "Shared Decision-Making" (Lynn Balster Liontos and Larry Lashway); (2) "Principals' Skills and Knowledge for Shared Decision-Making" (Kent Peterson, Kubilay Gok, and Valli D. Warren); (3) "Influences of Shared Decision-Making on School and Classroom Activity: Conversations with Five Teachers" (Gary A. Griffin); (4) "The Principal as Mini-Superintendent under Chicago School Reform" (Bruce R. McPherson and Robert L. Crowson); and (5) "The Fire Is Back! Principals Sharing School Governance" (Jo Blase and Joseph Blase). (LMI)

ED 406 745 EA 028 310

Hearings on DC School Reform. Hearings before the Subcommittee on Oversight and Investigations of the Committee on Economic and Educational Opportunities. House of Representatives, 104th Congress, First Session (June 8 and 27, 1995).
PUB DATE- Jun 95
NOTE- 266p.; Serial No. 104-52.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Charter Schools; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Federal Government; Hearings; Partnerships in Education; *Privatization; *School Restructuring; *Urban Education; *Urban Schools
IDENTIFIERS- Congress 104th; *District of Columbia

Hearings before the House of Representatives served as a public forum for representatives from the District of Columbia City Council, academia, local schools including the City of Baltimore, Maryland, and the private sector to share their experiences, successes, and concerns about the education of children in urban areas. The chairman of the subcommittee, statewide for this population. A 3-day training program which focused on assessment techniques, instructional practices, and behavior management strategies was delivered over a 3-year period to more than 7,000 individuals, including administrators, teachers, agency personnel, and parents. An intensive 7-day workshop on advanced behavior management was conducted for 50 educators. The project increased the numbers of teachers certified to work with students with emotional disabilities and increased the skills of newly certified teachers through expansion of preservice programs at the State University College at Buffalo and Nazareth College in Rochester. Fourteen model programs were selected, showcased in statewide symposia, and replicated in 20 school districts. Six school districts conducted comprehensive studies on outcomes for students with emotional disabilities in the areas of presence, accomplishment, contribution, and satisfaction. Most of this final report consists of the following appendices: an overview of the 3-day workshop, one-page summaries of the model programs and a list of replication sites, summaries of proposed outcome evaluation studies, and summaries of preservice activities at the two colleges. (DB)

ED 406 764 EC 305 416

Witham, Joan H.
Acceleration: Does It Happen More Frequently for Gifted Students in Private or Public Schools?
PUB DATE- Apr 94
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acceleration (Education); Age Grade Placement; Delivery Systems; Early Admission; *Educational Methods; Elementary Secondary Education; Flexible Progression; *Gifted; *Private Schools; *Public Schools

As part of a larger study on differences between public and private schools in the education of gifted students, this study examined use of acceleration as an educational approach. The paper notes that although the weight of research evidence strongly supports the position that acceleration is a highly effective intervention technique with intellectually gifted students, many educators have negative attitudes toward this approach. This study examined programs in 23 private and public schools that serve gifted students. Directors and teachers were surveyed, school documents were analyzed, and classrooms were observed to see the extent that acceleration was used. Questions were asked on early entrance, skipping grades, use of texts and materials beyond grade level, different content, and faster-paced classes. Results suggest that the private schools had more flexibility to set standards on acceleration. However, the overall frequency concerning acceleration of skipping classes (25.9 percent) and starting school earlier (43.5 percent) reported by both public and private schools was quite low. Accelerated texts and materials were found much more frequently than skipping grades or early entrance (public, 76.1 percent; private, 76.9 percent). Teachers in both types of schools strongly (92 percent) believed they offered a fast-paced classroom to gifted children. (DB)

ED 406 765 EC 305 417

of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deafness; Elementary Education; *Incidence; Observation; *Parent Participation; Parent Role; *Parent School Relationship; Surveys; Volunteers

A study of 13 hearing parents of children with deafness and 28 parents of children without disabilities (ages 5-12) was conducted to determine if there was a difference in parent involvement in their child's education. Parents were asked to complete a 23-question survey about their involvement in their child's education over the past year. No intergroup differences in parent involvement were demonstrated. The parents of children with deafness observed their children somewhat more in the classroom than did the parents of children without disabilities. The parents of children without disabilities volunteered in their children's classroom somewhat more than parents of children with deafness. Suggestions are offered for increasing parental involvement. (Author/CR)

ED 406 783 EC 305 476

Powers, Gerald W.; Schwilk, Christopher L.
Speech-Language Pathologists or Teachers of the Deaf/Hard of Hearing: Who Is More Qualified To Serve?
PUB DATE- Mar 97
NOTE- 9p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Deafness; Elementary Secondary Education; *Hearing Impairments; Higher Education; *Knowledge Level; Preservice Teacher Education; *Special Education Teachers; *Speech Language Pathology; Surveys; Teacher Certification; Teacher Competencies; *Teacher Qualifications; *Therapists
IDENTIFIERS- American Speech Language Hearing Association; Council on Education of the Deaf; Pennsylvania

A survey of 34 teachers of students who are deaf and hard-of-hearing and 27 speech-language pathologists licensed by the Pennsylvania Board of Examiners in Speech and Hearing investigated who was more qualified to serve this population. The survey consisted of three parts: demographic information, questions about graduate preparation, and a test of knowledge and competency in the field of deaf and hard-of-hearing habilitation/rehabilitation. Results indicate almost all subjects believed the teachers were better prepared overall to work with this population. Eighty-eight percent of the teachers felt they were prepared in teaching language and reading to persons with hearing loss as opposed to only 41 percent of the speech language pathologists. Teachers also averaged 77.14 percent on the test of knowledge and competency (questions were extracted from two documents, a position paper from the American Speech-Language-Hearing Association and the Council for Exceptional Children's Council on Education of the Deaf's Joint Knowledge and Skills Document), whereas speech pathologists averaged 58.52 on the same set of questions. The

NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Disabilities; *Education Work Relationship; *Eligibility; Employment Problems; Influences; Participant Characteristics; *Severity (of Disability); *Teacher Role; *Welfare Services; Young Adults
IDENTIFIERS- *Supplemental Security Income Program

Data from the 1992 Survey of Income and Program Participation (SIPP) were used to investigate the participation of young adults with disabilities between the ages of 18 through 26 (n=6,025,000) in the Supplemental Security Income (SSI) program. The study found that 33.4 percent of potentially eligible persons between 19 and 36 years old were found to be actually participating in the SSI program. Findings also indicated that employment and earnings were lower for SSI participants than for the general population; however, median income difference between persons who were eligible and those who participated in the SSI program were not evident. SSI participation rates were found to be higher for persons with more severe functional limitations, including those requiring assistance with basic personal needs. Persons who were potentially eligible reported poorer health and greater health care needs than persons in the general population. The implication of the findings for educators and policymakers are discussed, particularly the need for education personnel to develop strategies with adult service agencies to ensure that students are adequately informed about the SSI program and its work incentives. (Contain 44 references.) (CR)

ED 406 801 EC 305 507

Higgins, Kyle, Ed.; Boone, Randall, Ed.
Technology for Students with Learning Disabilities: Educational Applications.
PUB DATE- 97
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); Computer Assisted Instruction; *Computer Software; Computer Uses in Education; *Educational Media; Elementary Secondary Education; Government Role; Higher Education; Hypermedia; Individual Differences; *Learning Disabilities; Mathematics Instruction; Multimedia Instruction; Problem Solving; Social Studies; Special Education; *Technological Advancement; Writing Instruction
IDENTIFIERS- Automatic Speech Recognition

This collection of 12 papers addresses the application of various technologies to the education of students with learning disabilities. Also included is a CD-ROM version of the original text, which provides enhancements through digital editing such as hypertext and hypermedia links. The papers included are: (1) "Special Education Technology: Perception and Action" (Kyle Higgins and Randall Boone); (2) "Using Technology To Enhance the Writing Processes of Students with Learning Disabilities" (Charles A. MacArthur); (3) "The Effects of Text-Based and Graphics-Based Software Tools on Planning and Organizing of Stories" (Christine M. Bahr and others); (4) "Speech-Recognizing Computers: A Written-Communication Tool for Students with Learning Disabilities?" (Keith Wetzel); (5) "The Effects of Computer-Assisted versus Teacher-Directed common with their family services collaboratives, thus integrating the delivery of service to children with serious emotional and behavioral disorders and their families. As a result of the integration, the infrastructure needed to deliver children's mental health services has been strengthened. Relationships between state and local partners were found to be integral components of system change in delivering technical assistance to identify and reduce barriers, integrate funding, and coordinate services. Barriers to additional collaboratives and funding integration are identified, including delays in grant awards that have created a slowdown in implementation for many of the existing collaboratives. Recommendations for future service coordination and funding integration include more technical assistance and cross-agency training, as well as a study of the feasibility of increased funding for expansion of the collaboratives statewide. Contains a list of the grant awards and the addresses of the collaboratives. (CR)

ED 406 819 EC 305 538

Passages to Inclusion: Creating Systems of Care for All Children. Monograph for State, Territorial and Tribal Child Care Administrators.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 6 Mar 97
NOTE- 84p.; Synthesis of solutions and strategies generated during a Leadership Forum (Washington, DC, June 27, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Change Strategies; Community Programs; Community Resources; *Day Care; *Disabilities; Educational Environment; Educational Facilities; Federal Aid; Federal Legislation; Financial Support; *Inclusive Schools; Mainstreaming; Personnel Selection; Preschool Education; *Program Administration; Program Costs; *Social Integration; Technical Assistance

This monograph presents a synthesis of the solutions and strategies generated during a June 1995 national forum of state, territorial, and tribal child care administrators on the inclusion of children with disabilities in community-based child care settings. The monograph is organized into sections focused on the five major issue areas discussed at the forum. These are: (1) staffing; (2) facilities and environments; (3) administration of inclusive practices; (4) financing; and (5) community resources. Each section discusses the key issue areas, offers recommendations, and suggests specific strategies. Program examples are also included. Extensive appendices provide descriptions of programs used as examples in the report, a summary of relevant federal legislation, descriptions of major projects conducted by the Administration on Developmental Disabilities, sources of technical assistance from the Child Care Bureau, a position statement on inclusion from the Division for Early Childhood of the Council for Exceptional Children, several article reprints, a listing of national organizations with resources for inclusive child care, and the forum agenda and participant list. (Contains 42 references.) (DB)

ED 406 820 FL 022 144

Nakuma, Constancio

ED 406 839 FL 024 498

Lvovich, Natasha
The Multilingual Self: An Inquiry into Language Learning.
PUB DATE- 97
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Autobiographies; Case Studies; *Cultural Awareness; Cultural Context; Cultural Pluralism; English; French; Italian; Land Settlement; *Language Role; Language Usage; *Multilingualism; Personal Narratives; Refugees; Russian; *Second Language Learning; *Second Languages

This book recounts the personal experiences of a woman who learned three languages (French, Italian, and English) in addition to her native Russian. She learned French as an emotional and intellectual escape from difficult conditions as a Jew in the Soviet Union, then learned Italian in Italy while she and her family waited to gain entrance into the United States. Acquiring English as an immigrant to the United States forced a reckoning with her everyday life in America, when she realized her French persona was a fantasy and she must acculturate to the United States. The very personal account deals with internal struggles and the process of clarifying identity in youth and as an adult, a language teacher, an immigrant, and a language learner. Contains references. (MSE)

ED 406 840 FL 024 500

Meek, Margaret, Ed.
Developing Pedagogies in the Multilingual Classroom: The Writings of Josie Levine.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Development; Classroom Techniques; *Cultural Pluralism; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Materials; *Language Aptitude; *Limited English Speaking; *Minority Groups; Multilingualism; Second Language Instruction; Second Language Learning; *Second Languages; Teacher Attitudes; Teacher Qualifications

A selection of papers by Josie Levine addresses aspects of the teaching and learning of English as a second/additional language among linguistic minorities. An introductory section provides background information about Levine and the context in which she worked and wrote. The first two chapters tell the stories of limited-English-proficient (LEP) children, illustrating the author's recognition of children's linguistic competencies as they learn English, both in classrooms and in their daily lives. Chapter 3 argues for instructional materials appropriate to the children's distinctive needs, and chapter 4 speaks to mainstream teachers about developing pedagogies for multilingual classes. Chapter 5 discusses the importance of language modeling. Chapter 6 addresses the trend back to mainstreaming LEP children. The final three chapters look at the emergence of a new professionalism among teachers of LEP children, including formation of partnership to solve teaching problems, learning to acknowledge diversity and adapt teaching to the students, and addressing developmental issues in the

The curriculum presented in this teacher's guide is designed to provide limited-English-proficient adults, primarily refugees and immigrants, with language, communication, and employment-related skills for successful job acquisition and performance. It draws on experience in working with the refugee community, and includes input from employers and job developers. While some of the content is time-sensitive (e.g., tax information), the design is adaptable to different dates and contexts. The teacher's guide is intended to accompany a text of the same title, but does not contain text content or exercises. An introductory section describes the materials and suggests classroom teaching techniques. This is followed by teaching guidelines for 12 instructional units, each on an employment-related topic. Unit guidelines include objectives and teaching suggestions and activities keyed to the textbook. Unit topics include: the job market; employer expectations; attitude; making work-related choices and changes, including welfare services; understanding earnings and taxes; the job search; job application; writing resumes; successful interviews; and career planning. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 859 FL 801 145

MacLauchlan, Brenda, Ed.
Bringing Our Stories Home. An English Language Literacy Project of the Intercultural Grandmothers Uniting.
PUB DATE- 92
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Canada Natives; Cultural Awareness; Cultural Context; *English (Second Language); Extension Education; Females; Foreign Countries; Intergenerational Programs; *Literacy Education; Metis (People); *Older Adults; Outreach Programs; *Personal Narratives; Program Descriptions; Program Development; *Womens Education; Womens Studies
IDENTIFIERS- Canada

The narrative records events leading to, during, and following an English language literacy event for older First Nations, Metis, and other Canadian older women, which took place in Saskatchewan in January 1996 under the supervision of Intergenerational Grandmothers Uniting, formally known as the Cross Cultural Intergenerational Pilot Project, an extension program of the University of Regina (Saskatchewan). The project emerged from a learning circle. The report describes the learning circles, the planning process (search for funding for a literacy education project, objectives, finding resource persons, inviting participants), the two gatherings, and lessons learned. The workshops held in the first gathering included one designed to help learners identify their needs, a tutor training workshop, a popular theater group, and a writer's workshop. The first gathering led to another focusing on storytelling and reading. Participants' stories are included in the report. The project is viewed as a powerful series of events bringing together older women to tell their stories, meeting English literacy needs in an appropriate and culturally sensitive way. Appended materials include a 14-item bibliography and materials related to both participant and tutor activities. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education) examines the responsibility of transnational corporations and U.S. war planners in this enterprise. Part 2 documents the role of transnationals in Central America, focusing on the role of agro-chemical companies in creating economic dependency and how university links to corporate investments in the region could be used to challenge U.S. policy in Central America. A theory of "selective divestment" is advanced that describes how divestment actions used to mobilize opposition to U.S. support for apartheid in South Africa could be applied to Central America. Part 3 examines how universities are part of a larger "warfare state," focusing on universities' increasing dependency on military funding and the political and economic forces that drive the militarization of research and development (R&D) activities in the United States. Six appendixes provide information on transnationals linked to intervention in Central America, military advisors and their academic affiliations, university defense spending, the Department of Defense-University Forum, applied R&D at U.S. universities, and organizing methodology and resources. (MDM)

ED 406 877 HE 030 035

Soley, Lawrence C.
Leasing the Ivory Tower: The Corporate Takeover of Academia.
PUB DATE- 95
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; Administrators; College Faculty; Conflict of Interest; Conservatism; *Corporations; Financial Support; Higher Education; Research; *School Business Relationship; *Universities
IDENTIFIERS- *Think Tanks

This book maintains that corporations are exerting a growing and pernicious influence on U.S. colleges and universities. It documents the influence of corporate money on research and teaching at colleges and universities, and provides "case studies" of the role of business-dominated and right-wing administrators at the University of Oklahoma, Boston University, and other institutions. The book reviews the conflicts of interest often present in business-university relations and the private business and consulting activities of many business school professors. It goes on to discuss the covert government and business ties of many academics and the growing role of corporate "institutes" on campuses. It notes the role of right-wing campus thinks tanks, such as the Hoover Institution at Stanford University (California), and off-campus think tanks such as the Center for Strategic and International Studies. The influence of corporate endowments and endowed chairs is then reviewed, along with the social costs of corporate influence on campus. (Individual chapters contain reference notes.) (MDM)

ED 406 878 HE 030 036

Wechsler, Harold, Ed.
The NEA 1997 Almanac of Higher Education.
PUB DATE- 97
NOTE- 237p.; For previous edition, see ED 393 367.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reference Materials -

Watanabe [illegible] ad; And Others
University Faculty "Modeling" Good Instruction in Mathematics and Science Courses for Prospective Middle Grades Teachers: Voices from the MCTP.
PUB DATE- Mar 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Higher Education; Intermediate Grades; Junior High Schools; *Mathematics Education; Mathematics Teachers; Middle Schools; *Modeling (Psychology); Preservice Teacher Education; Public Colleges; Role Models; *Science Education; Science Teachers; Teaching Models

A survey of participants in a model teacher education program examined instructor and student attitudes toward modeling of recommended instructional approaches. The Maryland Collaborative for Teacher Preparation (MCTP) has the goals of developing and implementing programs to prepare special middle grade level mathematics and science teachers at Maryland public institutions of higher education. This study involved semi-structured interviews of two groups of participants. The first group included instructors of MCTP mathematics and science content courses taught at six colleges/universities and three community colleges in Maryland during school years 1994-95 and 1995-96 (n=31, 102 interviews). The second group was comprised of MCTP teacher candidates enrolled in some of these courses (n=85, 146 interviews). Most MCTP content instructors indicated they accepted the dual role of modeling good instruction while teaching content. For many teachers, the role of exemplar was new and teachers made special efforts to offer models of good teaching while creating collaborative learning environments. Students' responses indicated they generally appreciated instructors' efforts to model good instruction. Both groups expressed concerns about using the same teaching approach for college students and middle grade students. (Contains 15 references.) (JLS)

ED 406 897 HE 030 070

Bender, David S.
Effects of Study Skills Programs on the Academic Behaviors of College Students.
PUB DATE- Feb 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (20th, Hilton Head, SC, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Academic Advising; College Freshmen; College Students; Community Colleges; *Developmental Studies Programs; *High Risk Students; Higher Education; Program Effectiveness; Program Evaluation; Remedial Instruction; Student Development; *Study Skills; *Tutorial Programs

This study investigated the effects of a study skills course combined with or without class-specific tutoring, and whether

Report, 1995-96.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Grants; Higher Education; *Part Time Students; Program Budgeting; Program Descriptions; *Scholarships; *State Programs; Statistical Data; *Student Financial Aid
IDENTIFIERS- *New York

This report provides data on New York State's Aid for Part-Time Study (APTS) Program for the 1995-96 academic year. First authorized by the state legislature in 1984, the APTS program provides tuition awards to part-time students enrolled in a program leading to an undergraduate degree or certificate. Twelve tables provide data by institution type in regard to allocations, award amounts, actual expenditures for reimbursement of awards, aid as a percentage of allocations, recipients who did not maintain a cumulative passing average, and amounts not reimbursed by schools for academic years beginning in 1991 through 1995. During 1995-96 APTS awards were made by 186 schools to 23,675 students. The $13,405,700 in state-reimbursed APTS awards was 92 percent of the $14,599,900 allocated, slightly higher than the 90 percent used in 1994-95. The average award for 1994-95 was $566, up from $543 in the previous year. An appendix lists allocations, state reimbursed award dollars, number of recipients, and average awards by institution. (MDM)

ED 406 917 HE 030 091

Report of the Temporary Task Force on the Tuition Assistance Program.
PUB DATE- 15 Dec 96
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Policy; Grants; Higher Education; *Need Analysis (Student Financial Aid); Paying for College; Program Budgeting; Program Descriptions; *Scholarships; State Legislation; *State Programs; Statistical Data; *Student Financial Aid; *Student Loan Programs; Tuition
IDENTIFIERS- *New York

This report contains recommendations for changes to New York's Tuition Assistance Program (TAP) to be considered during the 1997 legislative session. It outlines the principal options addressed by the task force, the historical context of the TAP, and the cost of meeting full tuition and non-tuition allowances through state and federal grants and the expected family contribution. The task force recommended changes that would simplify for students and families the entire process of applying for and of determining TAP awards. It recommended that the separate TAP application form should be eliminated; the method of calculating TAP should be simplified and, while maintaining net taxable income as the base, should allow for use of federal data elements; the federal and state criteria for determining financial independence should be reconciled; the award schedules for determining TAP awards should be consolidated; and future increases in TAP funding should be used first to restore TAP schedules to 1990 levels. Appendixes provide TAP task force costings and a discussion of the policy limit enrollment in public colleges and universities; impose higher student charges; or increase taxes. It goes on to note that it is inconsistent with current realities of state finance to simultaneously advocate for the law, as written, and the preservation of accessible and affordable public colleges and universities. Six graphs chart some of the data on which the report is based. (CH)

ED 406 938 HE 030 114

MPACT. The Mississippi Prepaid Affordable College Tuition Program.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bond Issues; Educational Finance; Higher Education; *Paying for College; Politics of Education; State Colleges; State Legislation; *State Programs; State Universities; Student Costs; *Taxes; *Tuition
IDENTIFIERS- Mississippi; *Tuition Prepayment

This booklet provides information about the state of Mississippi's Prepaid Affordable College Tuition Program. The state-guaranteed program creates tax-exempt monthly or lump-sum prepayment plans that cover tuition and all mandatory fees at state-supported colleges or universities, are portable to private and out-of-state schools, and can be transferred to other children in a family. The booklet sets forth eligibility requirements; explains the three types of plan available--junior or community college, senior college, or junior/senior college; defines refund policies; and includes charts that calculate costs for each type of plan. Also listed are the four-year and two-year public and private institutions in the state covered under the program. (CH)

ED 406 939 HE 030 115

Friedman, Dana E.; And Others
College and University Reference Guide to Work-Family Programs. Report on a Collaborative Study.
PUB DATE- 96
NOTE- 194p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adoption; *Adult Day Care; *Child Caregivers; Child Rearing; *Day Care; Day Care Centers; Dual Career Family; Early Childhood Education; Elementary Education; Employed Parents; Family Caregivers; Family Involvement; Family Programs; Family (Sociological Unit); *Family Work Relationship; Higher Education; *Individualized Family Service Plans; Integrated Services; Parenthood Education; Parenting Skills; quality of Working Life; School Age Day Care; Self Evaluation (Groups); Sick Child Care; Tenure
IDENTIFIERS- Domestic Partners

This report summarizes findings of a study that assessed current levels of support for family friendly programs at colleges and for elementary and secondary education, develop a curriculum for ethics instruction in police academies, improve a chemical manufacturing process for a small company, and assess an English language program for immigrants. Ideas for departmental discussion are provided. (Contains 35 references and substantial appended readings). (MSE)

ED 406 957 HE 030 176

Diamond, Robert M., Ed.; Adam, Bronwyn E., Ed.
The Disciplines Speak: Rewarding the Scholarly, Professional, and Creative Work of Faculty. Forum on Faculty Roles & Rewards.
PUB DATE- 95
NOTE- 175p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accrediting Agencies; Administrative Policy; Agency Role; Art Education; Business Administration Education; Chemistry; *College Faculty; Consumer Education; *Creativity; Dance; Faculty Workload; Geography; Higher Education; History Instruction; Intellectual Disciplines; Journalism Education; Mathematics Instruction; Music Education; *Professional Associations; Professional Education; *Professional Recognition; Religious Education; Rewards; *Scholarship; Science Instruction; Teacher Education; Teacher Role; Theater Arts

This report presents the statements of discipline-based professional associations and accrediting agencies on professional recognition of college faculty for their varied contributions in the areas of teaching, scholarship, and service. An introductory section describes the evolution of a nationwide effort to open dialogue on faculty priorities and rewards, discusses the factors influencing faculty work, and examines how and why disciplinary perspectives on faculty work may differ. Subsequent sections contain the statements of these organizations: American Academy of Religion; American Historical Society; Association of American Geographers; American Chemical Society; Joint Policy Board for Mathematics; National Office for Arts Accreditation in Higher Education (including the Landscape Architectural Accreditation Board, National Architectural Accrediting Board, National Association of Schools of Art and Design, National Association of Schools of Dance, National Association of Schools of Music, National Association of Schools of Theatre), American Assembly of Collegiate Schools of Business, Association for Education in Journalism and Mass Communication, and Council of Administrators of Family and Consumer Sciences. The National Education Association Statement on Faculty Reward Structures is appended. Contains 31 references. (MSE)

ED 406 958 HE 030 177

Wergin, Jon F.
The Collaborative Department: How Five Campuses Are Inching toward Cultures of Collective Responsibility. Forum on Faculty Roles & Rewards.
PUB DATE- 94
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)

information is provided on consortium governance and operations as well as CTP staff development and telecommunications projects. Resources to support the CTP and program funding and constraints are also discussed. The CTP evaluation design for 1989-1991 is presented, and Central CTP activities are reported. Findings of evaluations of each of the 14 Regional Consortia are summarized, including background information, planning, program content and implementation, and funding resources and constraints. The evaluation of the CTP relied on a variety of data sources which included records and documents, staff interviews, self-assessment inventories by staff, and surveys of users. Copies of the questionnaires for the self-assessment inventory, the assessment of services, the telephone survey instruments, and the revised CTP Consortia Self-Assessment form are appended. (AEF)

ED 406 975 IR 018 327

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume V: Instructional Television Regional Agencies.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.
PUB DATE- 20 Dec 91
NOTE- 137p.; For volumes I-VI, see IR 018 323-328; for the 1984-1992 study (phases I-IV), see IR 018 318-322; for the 1984-1992 summary report, see ED 348 951.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Education Service Centers; *Educational Technology; *Educational Television; Elementary Secondary Education; Learning Resources Centers; Program Evaluation; Regional Programs; State Programs; *State Surveys
IDENTIFIERS- *California Educational Techn Assessment Prog

This report, the fifth in a series of six, was prepared as part of Phase II of the California Educational Technology Assessment Program (CETAP). It (1) describes the background and context of instructional video in California; (2) provides detailed profiles of the operations of each of the seven instructional television (ITV) agencies; (3) compares and contrasts the agencies on several selected important operational features; (4) analyzes the aggregated information; and (5) provides recommendations for further evaluation and study. Data collection procedures included a utilization survey to assess the perceptions about the use and effects of ITV among teachers, principals, and school district personnel; a statewide survey of media center directors in county and district offices of education to assess the level of use and value placed on the services provided by the ITV agencies; a self-assessment inventory completed by each of the ITV agencies; agency staff interviews and documents; and summaries of previously collected information about ITV agency services. Findings of this study are presented under the broad categories of: Instructional Television Regional Agencies; State-Wide Analysis of Regional ITV Agencies; Media Directors Assessment of ITV and Media Services; and California Augmentation to the CPB's "Study of the School Uses of Television and Video." Appendices include copies of the questionnaires and forms used for the self-assessment inventory, assessment of ITV and media services, and additional California- specific items for the survey. (Contains 73 references.) (AEF)

Who Cares? A Report Commissioned by the LV Group on: the Business Benefits of Carer-Friendly Employment Practices.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economic Factors; *Employer Attitudes; Employer Employee Relationship; *Employer Supported Day Care; Employment Patterns; *Employment Practices; *Family Caregivers; *Family Work Relationship; Foreign Countries; Helping Relationship; Labor Needs; Population Trends
IDENTIFIERS- *Family Leave; *United Kingdom

The benefits to employers of employment policies and practices that explicitly recognize the increasing domestic responsibilities of current and potential employees were examined through a study during which data were collected from the following sources: previous research and existing sources of statistical information about demographic and employment changes in the United Kingdom; unpublished Institute for Employment Studies data regarding more than 20,000 employees in 5 public and private sector organizations in the United Kingdom; and interviews with 6 large U.K. employers who have introduced carer-friendly (i.e., caregiver-friendly) employment practices. Among the study's main findings were the following: (1) three factors (an aging population, changes in female employment, and diversity in family structures) have caused an increase in the number of employed individuals who have some form of caregiving responsibility; (2) employers are experiencing increasing difficulties in recruiting, and retraining staff employer competition for key staff groups is increasing; (3) recruitment, performance, attendance, and retention of employees with caregiving responsibilities can be increased through flexible, innovative employment policies and practical care programs; and (4) many such child care and family care policies/programs are currently available and are producing demonstrable business and competitive benefits. (Contains 19 references.) (MN)

ED 406 528 CE 073 739

Employment Training Panel: Has Achieved Many of Its Training Program Responsibilities Despite Some Administrative and Planning Problems.
PUB DATE- Oct 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Role; *Audits (Verification); Contracts; *Job Training; *Program Administration; Program Effectiveness; *State Agencies; *State Programs; Strategic Planning
IDENTIFIERS- *California Employment Training Panel

California's Employment Training Panel was created in 1982 to work in partnership with the state's businesses, labor unions, and government to provide training funds to California businesses. In 1995, the Employment Training Panel's administrative practices, strategic planning efforts, and contracting policies and practices/procedures were reviewed through an audit process that included interviews with panel executives and other key staff and a review of a sample of 15 contracts awarded during fiscal years 1993-94 through 1995-96 and a sample of internal contracts. The panel was found to be handling many of its contracting and administrative

ED 406 547 CE 073 792

Cunanan, Esmeralda S.; Maddy-Bernstein, Carolyn

Exemplary Career Guidance Programs 1995: Secondary and Postsecondary.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Apr 97

NOTE- 169p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); Career Counseling; Career Education; *Career Guidance; Cooperative Programs; Coordination; Counseling Services; Demonstration Programs; *Education Work Relationship; *Guidance Programs; Institutional Cooperation; Leadership; Postsecondary Education; Program Evaluation; Secondary Education

This document presents nine exemplary career guidance and counseling programs identified by the National Center for Research in Vocational Education's Office of Student Services. Chapter 1 presents a synthesis of the nationally recognized career guidance programs successful in assisting students in their career development. It provides a background of the search process and a synthesis of these three clusters of program components: career guidance and counseling program plan; collaboration, articulation, and communication efforts; and institutional support, leadership, and program evaluation. Chapters 2 and 3 provide a description of each program and gives the name, phone number, and address of a contact person. Chapter 2 describes these secondary programs: Career and Technology Education Guidance and Counseling Program, Garland Independent School District, Texas; Career and Technology Education Career Guidance and Counseling Program, Katy Independent School District, Texas; Career Guidance and Counseling Program, Caddo-Kiowa Vocational-Technical Center, Oklahoma; Project Soar, Metro Tech, Oklahoma; and Springdale High School's Career Guidance and Counseling Program, Springdale Public Schools, Arkansas. Chapter 3 describes these postsecondary programs: Career Development Center, California; JOBS Program--OWLS (Older, Wiser, Learning Students), Oklahoma; The Pathway Program, Florida; and Student Services/Counseling Program, Washington. The bulk of the document contains the programs' applications for recognition. Each application describes the following: program abstract, program operation, typical day, and the three clusters of components of exemplary programs. (YLB)

ED 406 548 CE 073 802

Barwuah, Adjei; Walkley, Phill

Monitoring Student Attendance. FEDA Paper.

PUB DATE- 97

NOTE- 30p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)

DESCRIPTORS- *Attendance; *Attendance Patterns; *Attendance Records; Foreign Countries; Influences; Postsecondary Education; *Recordkeeping; *Research Projects; *Systems Approach; Technical Institutes; Vocational Education

IDENTIFIERS- *United Kingdom

education attended for 13 weeks or less; (5) 80 percent of participants spent $100 or less for all costs associated with basic skills education; (6) lack of time was the main barrier to participation; (7) adults with higher levels of education were more likely to participate in high school completion programs; and (8) employed or unemployed adults had a higher rate of participation in high school completion programs than did adults who were not in the labor force at all. (20 references) (KC)

ED 406 566 CE 073 829

Fagan, Carol; Lumley, Dan
Tech Prep Career Programs: A Practical Guide to Preparing Students for High-Tech, High-Skill, High-Wage Opportunities. Revised Edition.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Academic Education; Articulation (Education); Curriculum Development; *Education Work Relationship; Entry Workers; Guidelines; High Schools; Inservice Teacher Education; *Integrated Curriculum; Job Skills; Marketing; Postsecondary Education; Program Development; Public Relations; Publicity; *School Business Relationship; *Tech Prep; *Technical Education; Vocational Education

This book, written to help educators with little or no experience in tech prep, presents a step-by-step process showing how to plan, develop, and implement a tech prep program. It shows how schools can work collaboratively with businesses to organize programs that give students the core, technical, and specialty skills and proficiencies they need. The first 5 chapters of the 10-chapter book focus on learning abut tech prep and getting started. They cover the following topics: (1) the need for tech prep; (2) how the program works; (3) creating a tech prep consortium; (4) getting started (creating vision and mission statements); and (5) organizing the teams (the consortium, the local school district, and the postsecondary school). The remaining five chapters provide more action steps to get the job done: (1) conducting inservices on tech prep; (2) making curriculum changes and creating a more interactive, integrated, and applied learning environment for students; (3) involving businesses in the program; (4) building a campaign to promote the program; and (5) tracking the program's success through evaluation. Three appendices contain definitions, core proficiencies, and a tech prep checklist. A bibliography contains 20 references and sources for more information. (KC)

ED 406 567 CE 073 830

Cope, John A.
International Military Education and Training: An Assessment. McNair Paper 44.
PUB DATE- Oct 95
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Foreign Countries; Foreign Policy; *Foreign Students; International Cooperation; *International Educational Exchange; *International Programs; Military Personnel; Military Schools; *Military Training; Postsecondary

related performance criteria and cues (examples). The units are as follows: adult learning and teaching approaches and practices; selection and placement of students; managing learning situations; monitoring learning; evaluation of programs; community communication and consultation; and professional development and training. Chapter 5 describes how each element was validated using data in the critical incidents, observations, and interviews. Appendixes contain competency standards information, and critical incident interview and observation/interview questions and data. (Contains 51 references.) (YLB)

ED 406 585   CE 073 882

Bynner, John; Parsons, Samantha
Does Numeracy Matter? Evidence from the National Child Development Study on the Impact of Poor Numeracy on Adult Life.
PUB DATE- Jan 97
NOTE- 53p.; For a related document, see CE 073 883.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Developed Nations; Dropouts; *Employment Patterns; Employment Potential; *Employment Problems; Foreign Countries; *Illiteracy; Literacy Education; Longitudinal Studies; *Numeracy
IDENTIFIERS- *United Kingdom

Data were obtained from the National Child Development Study (NCDS), a large-scale longitudinal study in the United Kingdom following up a sample of people born in a single week in 1958 through to adult life, to demonstrate that poor numeracy skills have a major impact. At age 37, a 10 percent sample of 1,714 cohort members were interviewed and tested for functional literacy and numeracy skills. The assessments were composed of tasks that cohort members were likely to come across in their everyday lives: eight literacy and nine numeracy tasks, each with two or three subquestions. Analysis was designed to see to what extent numeracy problems were subsumed under literacy problems or constituted a significant problem in their own right. Cohort members were placed in four categories: poor numeracy and literacy; poor numeracy and competent literacy; competent numeracy and poor literacy; and competent numeracy and literacy. Seventy percent were competent in both. Evidence showed people without numeracy skills left school early, frequently without qualifications, and had more difficulty getting and maintaining full-time employment. The jobs entered were generally low grade with limited training opportunities and poor pay and prospects. Women with numeracy difficulties appeared especially vulnerable to exclusion from the clerical and sales jobs to which they aspired. Teachers had very limited success in identifying incipient numeracy problems. Women tended to have less competence in certain kinds of numeracy. (The numeracy tasks used in the assessments are appended.) (YLB)

ED 406 586   CE 073 883

International Numeracy Survey. A Comparison of the Basic Numeracy Skills of Adults 16-60 in Seven Countries.
PUB DATE- Jan 97
NOTE- 29p.; For a related document, see CE 073 882.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Arithmetic;

Cummings, Jack A.
Responding to School Needs: The Role of the Psychologist.
PUB DATE- 96
NOTE- 6p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p77-81; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counselor Role; *Counselor Teacher Cooperation; Early Intervention; Elementary Secondary Education; Integrated Services; Prevention; Problem Solving; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

A school psychologist becomes indispensable to a school by responding to school needs and becoming and instrumental part of the solution. An essential prerequisite to responding to a need is first identifying it. However, the need identification process is fraught with pitfalls. Immersion into the culture of the school is critical to establishing rapport with those individuals who inhabit the unique behavior settings called schools. Properly targeted solutions, levels of preventive solutions, fair solutions, and resource availability are essential. The psychologist's role in the school is relatively unique. Unlike teachers, the psychologist does not have a focus tied to the classroom level. Teachers have a primary obligation to promote the academic skills, whereas the psychologist has responsibility for seeing that the social and emotional dimensions of the child are developed. Unlike the principal, the psychologist is not in a hierarchical or supervisory position relative to teachers. These structural and substantive differences place the psychologist in an opportune position. The psychologist must respond to the genuine needs of the school, define need broadly by breaking the coercive force of codified models of responding to each case as in the traditional referral model, and finally recognize the importance of finding resources to facilitate solutions. (JBJ)

ED 406 605 CG 027 478

Rosenfield, Sylvia
The School Psychologist as Citizen of the Learning Community.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p83-88; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Counselor Teacher Cooperation; Early Intervention; Elementary Secondary Education; Prevention; *Problem Solving; Program Evaluation; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; School Restructuring; *Socialization
IDENTIFIERS- Learning Communities

The African proverb, it takes a village to raise a child, seems increasingly fitting as problems and complexities of modern life impact the ability to provide healthy settings for the growth and development of children and youth. Psychology has a powerful contribution to make to the creation of "villages"

College Personnel Association (Washington, DC, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Automation; *College Students; *Depression (Psychology); Higher Education; Psychological Evaluation; *Screening Tests; Student Needs; *Student Personnel Services; *Telephone Surveys
IDENTIFIERS- *Psychological Assessment; Self Referral; Telephone Evaluations; *University of Nebraska Lincoln

On college and university campuses across the United States, depression has taken a huge toll on the academic and personal productivity of students, faculty, and staff. The results of a university's automated telephone screening survey for depression are reported here. Callers were recruited through a variety of media, including advertising and interviews on the radio and in the local and student newspapers. Each participant keyed in a toll-free telephone number and, after some introductory comments, was asked to answer a few general questions by manipulating the telephone keyboard. Next, the caller was administered the telephone adaptation of a 20-question depression screening scale. Of the 215 student callers, 84.6% revealed some type of depression. This suggests that telephone screening is able to tap significantly depressed individuals at a rate that is at last as high as in-person screening for faculty/staff, and at a significantly higher rate for students. Rates of depression found in this survey are not representative of the general populations of students since the callers were self-referred. This technology may have particular relevance on college campuses, where students may be adroit with electronic means of communication, but relatively inexperienced with accessing the mental health system. (RJM)

ED 406 624 CG 027 612

Eeden, R. van; And Others
School Violence: Psychologists' Perspective.
PUB DATE- Aug 96
NOTE- 28p.; Paper presented at the Annual Meetings of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996) and the International Congress of Psychology (26th, Montreal, Quebec, Canada, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Attitudes; Children; Counselor Attitudes; *Educational Environment; Elementary Secondary Education; Foreign Countries; Intervention; Prevention; *Pupil Personnel Workers; *School Psychologists; *School Security; *Violence
IDENTIFIERS- *South Africa

Conflict is part of human interaction. A review of some of the literature on the history, as well as on the educational and psychological impact of violence in South African schools, is provided here. It is suggested that intervention and prevention strategies to deal with the effect of violence include training to provide market-related skills to a "lost generation," organizational structures--involving the school and the community--to deal with crisis situations, psycho-educational programs to help students cope with conflict, and ways to

Grow, Gerald
Serving the Strategic Reader: Cognitive Reading Theory and Its Implications for the Teaching of Writing.
PUB DATE- 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Audience Awareness; *Cognitive Processes; Higher Education; Journalism Education; Literature Reviews; *Reading Research; *Reading Strategies; *Text Structure; Writing Instruction; *Writing Strategies
IDENTIFIERS- *Reading Theories; *Strategic Reading

A literature review traced a major theoretical shift in the understanding of how people read--from the passive reader who receives and decodes information to the strategic reader who actively chooses what, when, and how to read, reads interpretively, and interprets a text (such as a newspaper article) as an organized structure. The result is a series of 26 recommendations on how to write for such readers, including: signal the organization of the text; signal the learning purpose of the text; clearly identify the audience; model and encourage thinking; anticipate misunderstandings; make the information meaningful; and promote synthesis, meaning, values, and culture. These concepts can be used to improve journalistic practice, professional education, and the teaching of writing in general. (Contains 51 notes, a table listing the 26 recommendations, and 3 figures.) (Author/RS)

ED 406 645 CS 012 777

Gill, Dale A.
The Effectiveness of Encouraging Invented Spelling: A Research Study.
PUB DATE- Apr 97
NOTE- 85p.; M.Ed. Research Project, Shippensburg University. Some graphs are in color and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Childrens Writing; Comparative Analysis; Grade 2; *Instructional Effectiveness; *Invented Spelling; Primary Education; Reading Writing Relationship; *Spelling Instruction; Writing Improvement
IDENTIFIERS- Pennsylvania (Central)

A study investigated whether invented spelling is superior to the traditional method of teaching spelling and whether invented spelling strengthened the reading and writing connection. Subjects were students in two second-grade classes at two different elementary schools in a school district in south-central Pennsylvania. Both teachers used the spelling textbook program provided by the district. In one classroom, the teacher accepted students' attempts at correct spelling in their writing, homework, and classwork. In the other classroom, the teacher accepted only correct spelling and urged that students use dictionaries, classmates, parents, the teacher or other sources to validate correct spelling. Writing samples (collected in September and again in March) were evaluated using the Blackburn Scale of Writing Development (R. Maraschiello, 1994). Results indicated no statistically

ED 406 664 CS 012 805

Ericson, Britta, Ed.; Ronnberg, Jerker, Ed.
Reading Disability and Its Treatment. EMIR Report No. 2.
PUB DATE- Feb 97
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Brain Hemisphere Functions; *Dyslexia; Elementary Education; Foreign Countries; *Longitudinal Studies; *Reading Diagnosis; *Reading Difficulties; Reading Research; *Remedial Reading; Writing Difficulties
IDENTIFIERS- Phonological Awareness; Theoretical Orientation

This book presents eight articles on reading disability and its treatment, dealing with research in the field of dyslexia, reading and writing difficulties, and their handicapping consequences. Phonological awareness intervention approaches, different kinds of dyslexia subtyping, early prevention issues, and longitudinal data are dealt with in the book from neurobiological as well as psychological and socio-educational perspectives. Authors of articles in the book represent seven different countries. Articles are (1) "Levels of Approaching Reading and Its Difficulties" (Ingvar Lundberg and Torleiv Hoien); "A Component-Based Approach to the Diagnosis and Treatment of Reading" (PG Aaron); (3) "Successful Remedial Teaching with Fewer Resources" (Pekka Niemi and Elisa Poskiparta); (4) "Phonological Training and Reading Skill: Why Do Some Resist?" (Stefan Gustafsson and others); (5) "Hemispheric Specific Stimulation: Neuropsychological Treatment of Dyslexia" (Jan W van Strien); (6) "Reading Difficulties and Special Instruction" (Aryan van der Leij); (7) "Twenty-Five Years of Longitudinal Studies on Dyslexia" (Hanna Jaklewicz; and (8) "Reading Disability and Its Treatment" (Mogens Jansen). (Author/RS)

ED 406 665 CS 012 806

Melton, Louisa; Pickett, Winston
Using Multiple Intelligences in Middle School Reading. Fastback 411.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Processes; Cognitive Style; Intermediate Grades; Junior High Schools; Learning Theories; *Middle Schools; *Reading Instruction; Reading Programs; Reading Strategies; Thinking Skills
IDENTIFIERS- Middle School Students; *Multiple Intelligences; Theoretical Orientation

This fastback notes that finding solutions to problems of illiteracy and other learning difficulties means, for some middle-school teachers, adopting a multiple intelligences approach to instruction. After an introduction, the first section of the fastback discusses brain-based theories of learning, thinking styles, and learning and reading styles. The second section presents the principles of multiple intelligences theory. The third section discusses multiple intelligences and middle school reading strategies, such as combating reading complacency, using narrative texts in but gathers them into collectivity. Since writing on the listserv is less rule-governed, students are free of bounds of grammar, syntax, or style, and they perform more like speakers than writers. On-line writing reshapes invention from private individual process into a collaborative one and restructures the teacher-student relationship. On weekly journal postings, students exchange thoughts, for instance, on their preliminary ideas for topics for writing assignments. This transparency between students' minds and projects helps the teacher to anchor the writing process and modify pedagogical strategies. The transparency of metaconversations indeed transforms the artificiality of technology into second nature and provides additional environments for better teaching and learning. (CR)

ED 406 685 CS 215 815

Reed, Cheryl
Class Isn't Just Something Students Attend (To).
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Attitudes; *Graduate Students; Higher Education; Social Characteristics; *Social Class; *Student Attitudes; Student Characteristics; *Teacher Background; Teacher Employment
IDENTIFIERS- *Academic Community; Class (Concept); *Professional Concerns

As college teachers and graduate assistants cope with the everyday demands of their profession, they may not feel like members of an elite group. As members of the academy, however, they occupy a space that is in many ways quite privileged. They work with ideas rather than tools; they critique social structures rather than simply living them; and their closest friends have Ph.D.'s and are usually published authors, journal editors, and program directors. Some come to the academy from working and rural classes, classes whose values often actively critique and undermine the values of the university. Some aspects of a rural/working class orientation are at odds with that of a research university, such as: (1) an abhorrence of hypocrisy; (2) an emphasis on community, reciprocity, and inclusiveness; (3) a horror of being arrogant or exclusive; (4) the experience of being consistently misread; and (5) the use of self-deprecating humor. These class-related traits affect the job search in several ways, including topics pursued for a dissertation, jobs which are appealing, the way a person presents himself/herself, and how schools interpret applications. The more analyses of these intuitive class-based practices can be articulated and integrated alongside other, more traditionally valorized categories of critique, the more they can be understood as motivators of the personal and political practices of individuals, colleagues, and students. (CR)

ED 406 686 CS 215 816

Lee, Ly
The Glory of Young Adult Literature.
PUB DATE- 97

remaining 10 weeks, all students (except 3 distant-site students) were connected by 2-way video conferencing technology. Students used an asynchronous computer conferencing system that allowed collection of their writings, and submitted most assignments via email, computer conferencing, or fax. Results of data analysis indicated that, although students were not hesitant about speaking in front of the people in their own room, they hesitated to speak in front of the entire class. Findings revealed that students' communication anxiety, measured at the beginning and the end of the course, showed a change in mean response indicating an increase with this technology. However, many seemed to feel no restraint in voicing comments and often seemed more like they were watching television than attending a class. With no instructor in the room, they seemed to find it difficult to apply the "rules" of the classroom to DE. (Contains 1 table of data and 52 references.) (CR)

ED 406 704 CS 509 485

Zhong, Mei
Chinese Students and Scholars in the U.S.: An Intercultural Adaptation Process.
PUB DATE- Nov 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Communication Research; Cultural Awareness; Cultural Differences; Ethnography; Foreign Culture; *Foreign Students; Higher Education; *Intercultural Communication
IDENTIFIERS- *Chinese People; *Cultural Adjustment

An ethnographic study examined the culture of the Chinese students and scholars in America with a specific focus on their experiences in the cultural adaptation process. Subjects were three Chinese nationals (one female and two males) living in the area of a large midwestern university. Subjects were interviewed for about an hour each, with questions based on elements appearing in adaptation models from Y. Y. Kim (between the years of 1977 and 1988) regarding intercultural adaptation of immigrants. The analysis focused on issues such as the most important factor in the adaptation process, most significant experiences (positive or negative), the effect of mass media as compared to actual interpersonal interactions in the process, realization of differences and similarities in the two cultures, and suggestions they can offer for newcomer students. They were also asked to rate how well they think they have adapted. Results indicated that all three interviewees appeared very positive about their experiences in America. College students must pass highly competitive exams in the English language as well as in their respective academic areas, and they also have high regard and very positive attitudes toward America. Findings suggest that many do not intend to return to China in the near future, so they are highly motivated to become acculturated in this country. This factor, along with their intellectual preparedness contributes most to their cultural adaptation. (Contains 18 references; 3 tables of data are appended.) (CR)

ED 406 705 CS 509 487

of the community in conversations about education. It is suggested that holding a series of meetings about school improvement throughout the year may work best for building community partnerships in which people feel welcome in the decision-making process. The guide uses the example of New American Schools, a nationwide initiative made up of seven school reform networks or "designs." Tools and strategies for planning and hosting meetings, setting agendas, and facilitating discussions are presented. Appendices contain an outline of a discussion about local school improvement efforts. The discussion text incorporates a New American Schools "preview" video that may be ordered separately; samples of meeting agendas, ground rules, and a news release; and a list of resources and contacts. (LMI)

ED 406 725 EA 028 269

English, Fenwick W.
The Recentering of Leadership from the Jaws of Management Science.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; *Educational Administration; *Educational History; *Intellectual History; Interprofessional Relationship; *Leadership; *Management Development; Social History; Sociocultural Patterns; Theory Practice Relationship
IDENTIFIERS- Positivism; Postmodernism

Management science, as it has been defined in behavioral-structural frames in educational administration, cannot encompass the realm of leadership. The frames themselves eliminate that which is most important, that is, the interaction/communication of the idiosyncratic and complex personal/character/interpersonal dimensions between leaders and followers, and these dynamic exchanges and reciprocities within a special context, culture, and historical period. This paper offers a schemata based on the works of J. Barber (1985), J. Burns (1978), and H. Gardner (1995) that may help to establish a counter-discourse about leadership in the field. (Contains 42 references.) (LMI)

ED 406 726 EA 028 279

Lee, Alec, Jr.
Working Together and Working: Public and Private School Collaboration.
PUB DATE- 6 May 94
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Nontraditional Education; *Partnerships in Education; *Private Schools; *Public Schools; School Business Relationship

How might independent schools play an effective role in educational reform through public-private collaborations? This study, a project of the Klingenstein Fellowship, surveys the

Peter Hoekstra, Michigan, presided. The speakers described the problems of urban schools and some potential solutions, including the school-within-a-school arrangement, charter schools, public-private partnerships, school vouchers, age-appropriate health and sexuality education in urban schools, "mission" schools, and private management of public schools. The document contains statements, prepared statements, letters, and supplemental materials. (LMI)

ED 406 746 EA 028 314

Creech, Joseph D.
High School Graduation Standards: What We Expect and What We Get. Goals for Education: Educational Benchmarks, 1996.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Standards; *Core Curriculum; Curriculum; English Curriculum; *Graduation Requirements; *High Schools; Mathematics Curriculum; Performance; Public Opinion; *State Standards
IDENTIFIERS- *Southern Regional Education Board; United States (South)

More than a decade ago, states in the Southern Regional Education Board (SREB) region began raising high school graduation standards to ensure that all students would take the classes they need. Despite improvements, results have not met expectations. Today many more students in the SREB states are taking courses that appear to be more rigorous--more mathematics, science, English, social studies, and foreign languages. However, average scores on college entrance tests are up but not significantly so. Employers complain that students graduating from high school do not have the skills needed in the workplace. This report examines why the new policies have not met expectations. It concludes that some core courses were simply redefined and relabeled; challenging courses were not necessarily required for graduation; and no quality-control measures were implemented. Simply requiring students to complete credits in the core subject is not enough. Not requiring challenging courses results in mediocre test scores, high percentages of students entering college in remedial courses, and graduates who are unprepared for the workplace. Core curriculum courses must be challenging and build on prior learning. The course objectives must be linked to curriculum frameworks and described clearly for teachers, students, and parents. Finally, assessments must gauge the quality of core courses, and passing standards must be set high enough. Recommendations are offered for state leaders. (LMI)

ED 406 747 EA 028 315

Gaines, Gail
Teacher Salary Trends during a Decade of Reform. Goals for Education: Educational Benchmarks, 1995.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensation (Remuneration); Elementary Secondary Education; Incentives; *Teacher Employment; *Teacher Employment Benefits; *Teacher Salaries; Teacher Student Ratio; *Teaching

Witham, Joan; Linehan, Patricia
Pretesting: Is It a Strategy Used with Inclusion?
PUB DATE- Apr 95
NOTE- 5p.; Paper presented at the Annual Meeting of the Council for Exceptional Children (73rd, Indianapolis, IN, April 5-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Elementary Education; *Elementary School Teachers; *Inclusive Schools; *Individualized Instruction; Mainstreaming; *Pretesting; Special Education Teachers; Student Needs; Teacher Attitudes

Elementary school teachers (N=109) were surveyed regarding their use of pretesting to determine individual student instructional needs prior to teaching units of the regular curriculum. Teachers varied in their amount of teaching experience and possession of specialized endorsements--33 teachers had an endorsement in gifted/talented education and 14 teachers had an endorsement in learning disabilities or other special education area. Slightly more than half the sample reported they felt that pretests were worth the time, give children a feel for what will be expected of them, and should be used more often. However, almost half of respondents felt that pretests are too time consuming, not necessary, only work in certain subjects, and are not practical. Thirty percent of respondents did not ever pretest classes in spelling or reading, 36 percent did not pretest in language arts/ grammar, 17 percent did not pretest in math, 52 percent did not pretest in social studies, and 47 percent did not pretest in science. (Contains 15 references.) (DB)

ED 406 766 EC 305 418

Witham, Joan
How To Start Your Own School?
PUB DATE- Nov 95
NOTE- 6p.; Paper presented at the National Association for Gifted Children Annual Convention (Tampa, FL, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Entrepreneurship; *Gifted; Nonprofit Organizations; *Private Schools; Small Businesses; Special Schools; *Talent
IDENTIFIERS- New Hampshire

This paper describes the process involved in attempting (unsuccessfully) to establish a private elementary school for gifted students in New Hampshire. Individual sections address the following aspects of the process: the birth of the idea in a Saturday and summer program for gifted children; the local area demography and probable demand for such a school; a formal needs assessment survey of the families who had attended the prior program; formation of committees with parents, teachers, and Board members; determination of the school's mission; the search for a suitable location; the search for funding to supplement tuition; establishment of admissions criteria; identification of suitable teachers; establishment of the curriculum; acquisition of materials and supplies; and different qualifications of teachers of the deaf and hard-of-hearing and speech-language pathologists are reviewed along with certification requirements. The licensing requirements of Pennsylvania are also discussed. (CR)

ED 406 784 EC 305 477

Saur, Rosemary
Can I Read between the Lines? An Outsider's Observations on the CEC-CED Joint Knowledge and Skills Statement.
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biculturalism; Bilingualism; Communication Problems; *Coping; Cultural Awareness; *Cultural Differences; Elementary Secondary Education; *Hearing Impairments; *Interpersonal Communication; Knowledge Base for Teaching; Self Advocacy; *Social Isolation; Special Programs; Teacher Education; *Teacher Qualifications
IDENTIFIERS- Council for Exceptional Children

This commentary on the Council for Exceptional Children-Council on Education of the Deaf's (CEC-CED's) Joint Knowledge and Skills Statement, which sets forth qualifications needed by those who teach deaf and hard of hearing students, discusses key issues impacting the education of students who are deaf or hard-of-hearing: cultural flexibility, "over-servicing," and communication adaptability. In addressing cultural flexibility, the paper describes the bicultural characteristics of people with deafness and the different behavior of students who are deaf that is sometimes considered immature by the hearing community. The discussion on over-servicing touches on the isolation of students with deafness because of the number of professionals and services which require them to leave the classroom. The importance of developing strong self-advocacy, coping and assertiveness skills in students with hearing impairments is also emphasized. Finally, the problem of student-to-student communication is reviewed and the need for ongoing interactions with peers and role models who are deaf or hard-of-hearing is highlighted. Questions are posed for each of the three issues on how to prepare teachers to meet the challenges of educating hearing-impaired students. (CR)

ED 406 785 EC 305 478

Strong, Michael; Prinz, Philip
The Relationship between ASL Skill and English Literacy.
PUB DATE- Mar 97
NOTE- 8p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Sign Language; *Deafness; Elementary Secondary Education; *English; *Language Acquisition;

Instruction on the Multiplication Performance of Elementary Students with Learning Disabilities" (Rich Wilson and others); (6) "Using Hypermedia To Improve the Mathematics Problem-Solving Skills of Students with Learning Disabilities" (Beatrice C. Babbitt and Susan Peterson Miller); (7) "Hypertext Support for Remedial Students and Students with Learning Disabilities" (Kyle Higgins and others); (8) "Authenticity in Learning: Multimedia Design Projects in Social Studies for Students with Disabilities" (Ralph P. Ferretti and Cynthia M. Okolo); (9) "Computer Based Study Strategies for Students with Learning Disabilities: Individual Differences Associated with Adoption Level" (Lynne Anderson-Inman and others); (10) "Assistive Technology for Postsecondary Students with Learning Disabilities" (Sheryl L. Day and Barbara J. Edwards); (11) "Multimedia: Enhancing Instruction for Students with Learning Disabilities" (Cheryl A. Wissick); and (12) "A Federal Perspective on Special Education Technology" (Jane Hauser and David B. Malouf). (Contains approximately 450 references.) (DB)

ED 406 802   EC 305 508

Zionts, Paul, Ed.
Inclusion Strategies for Students with Learning and Behavior Problems: Perspectives, Experiences, and Best Practices.
PUB DATE- 97
NOTE- 416p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Change; *Behavior Disorders; Child Rearing; Cultural Differences; Educational Principles; Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Interaction Process Analysis; Interdisciplinary Approach; Interpersonal Competence; *Intervention; Kindergarten; *Learning Disabilities; Mainstreaming; Middle Schools; Preschool Education; Program Effectiveness; Regular and Special Education Relationship; Severe Disabilities; Teaching Methods
IDENTIFIERS- Diversity (Student); Functional Assessment

This book presents discussions of the practical implementation of inclusion principles with students having learning and/or behavioral problems and disorders. The chapters, arranged under two topical units, "Perspectives and Experiences" and "Best Practices" are: (1) "Inclusion: Chasing the Impossible Dream? Maybe" (Paul Zionts); (2) "Responsible Inclusion: Key Components for Success" (Jo Webber); (3) "Collaboration: Strategies for Building Effective Teams" (Nancy A. Mundschenk and Regina M. Foley); (4) "Implementing Inclusion in a Middle School Setting" (Lisa Matts and Paul Zionts); (5) "Planning for Inclusion in an Elementary Setting" (Jennifer Gildner and Laura Zionts); (6) "Program Elements that Support Teachers and Students with Learning and Behavior Problems" (Sandra M. Keenan); (7) "But He's Severely Disabled! How Can He Be in Kindergarten?" (Timothy S. Hartshorne and Nancy S. Hartshorne); (8) "Insights on Teaching and Raising a Child with a Disability" (Mark Tovar); (9) "Inclusion of Students with Disabilities in General Education Settings: Structuring for Successful Management" (Richard L. Simpson and others); (10) "Functional Assessment and Treatment of Problematic Behavior" (Gary M. Sasso and others); (11) "Managing Resistance: Looking Beyond the Child and Into the Mirror" (John W. Maag); (12)

"Sir, Is There Some Rule for That?" A Report on Differences in Foreign Language Learning Approach Styles.
PUB DATE- 93
NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, March 31-April 3, 1993).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Cognitive Style; *College Students; Foreign Countries; French; Grades (Scholastic); *Grammar; Higher Education; *Mathematical Aptitude; *Second Language Learning; Sex Differences; Surveys
IDENTIFIERS- Canada

"Quantitative-oriented" students of French have been found to display a propensity for formal rules of grammar in university-level French language classes, which departs significantly from that of "letters-oriented" students. "Quantitative-oriented" students include mathematics, commerce, science and engineering majors, while "letters-oriented" students comprise the regular arts majors. Pending a more thorough and controlled psycholinguistic study, it can be concluded, on the basis of the strength of correlation between language-learning behavior (request for formal rules of grammar) and academic orientation (science vs. arts majors), that knowledge of a learner's background in the quantitative components of non-language-related curricula can help F(oreign) L(anguage) teachers to predict the language learning approach style that the learner will most likely prefer. Greater ability to identify the learning approach styles that work best for the FL learner could improve the efficiency of the learning experience, both for the teacher and the student. It is hoped that other L(anguage) for S(pecial) P(urposes) instructors will monitor more closely their students and report any observed learning approach style differences and preferences. More controlled psycholinguistic studies are needed to shed more light on the issue. (Author)

ED 406 821 FL 024 376

Yuen, Lana
How Students Account for Their Poor English Skills.
PUB DATE- Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Japanese Association of Language Teachers (Nagoya, Japan, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Second Language Programs; *College Students; *Conversational Language Courses; *English (Second Language); Foreign Countries; Higher Education; *Language Skills; Learning Problems; Majors (Students); Oral Language; Second Language Learning; Self Evaluation (Individuals); Skill Development; *Speech Skills; *Student Attitudes; Student Evaluation of Teacher Performance
IDENTIFIERS- *Japan; Japanese People

A study investigated Japanese college students' perceptions and assessments of their college English classes, and to what factors they attribute difficulty in acquiring oral English. Subjects were 189 students from a junior college and a university, in first- through third-year English conversation classes. Most were English majors required to take the courses.

multilingual class. (MSE)

ED 406 841 FL 024 503

Baker, Colin
Foundations of Bilingual Education and Bilingualism. Second Edition.
PUB DATE- 96
NOTE- 464p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Cognitive Processes; Cultural Context; Cultural Pluralism; Curriculum Design; Educational Strategies; Foreign Countries; Immersion Programs; Instructional Effectiveness; Intelligence; Language Maintenance; *Language Processing; Language Proficiency; *Language Role; Learning Theories; Linguistic Theory; Literacy; Measurement Techniques; Political Influences; Racial Bias; Second Language Instruction; Second Language Learning; *Second Languages; Teacher Education; Teaching Methods
IDENTIFIERS- Biliteracy; Canada

The textbook for training bilingual education teachers addresses psychological and social questions that enable teachers to define more clearly what they want to do in a classroom, and offers theoretical and practical information for a variety of social contexts. The first section addresses individualism and the social nature of bilingualism, and includes chapters on these issues: defining bilingualism; measurement of bilingualism; the role of languages in society; language revival and maintenance; ways in which children and adults become bilingual; foundations of second language learning research and theory; the relationship between bilingualism and intelligence; bilingualism and cognitive processes; cognitive theories of bilingualism and their implications for curriculum design. The second section focuses on bilingual education policies and classroom practices, including the history of bilingual education, measuring the effectiveness of bilingual education, language development and language use in bilingual education settings, related schooling issues underachievement, special education, identification and placement), formal second language learning, literacy in a multicultural society, literacy and biliteracy in the classroom, Canadian immersion education, a proposed model and framework for bilingual education programming, political issues in bilingualism, and the relationship between multiculturalism and racial tolerance. Contains a list of recommended reading and a 682-item bibliography. (MSE)

ED 406 842 FL 024 504

Dicker, Susan J.
Languages in America: A Pluralist View. Bilingual Education and Bilingualism: 10.
PUB DATE- 96
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Pluralism; Elementary Education; English; *English Only Movement; Identification (Psychology); Immigrants; *Language Attitudes; Language of Instruction;

ED 406 860 FL 801 146

McCrossan, Linda V.
A Model of Institutionalizing an ESL Family Literacy Program. Final Report.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Asian Americans; Churches; Community Services; *English (Second Language); *Family Literacy; Family Programs; Hispanic Americans; *Intergenerational Programs; *Literacy Education; Models; Program Descriptions; School Districts; Second Language Instruction; Spanish Speaking
IDENTIFIERS- *Allentown School District PA; Asian American Students; Hispanic American Students

The report describes a family literacy program in the Allentown School District (Pennsylvania). Instructional activities included two adult English-as-a-Second-Language (ESL) classes using resources of the school district, Adult Literacy Center of the Lehigh Valley, and a local church, which provided child care facilities. Adults met twice weekly in classes and a computer laboratory. Once a month the children joined parents in the lab, where the children, to whom the materials were familiar, mentored their parents in language learning. In 1995-96, enrollment was 95 percent Latino and 5 percent Asian, with 44 adults and 30 children under age 18 attending. It was found that in addition to components deemed essential for a family literacy program (early childhood development instruction for parents, parent education, child-parent interaction), other important components include: support services for adults and children; culture brokers/liaisons to interpret program intent to parents and parent information to staff; broadened definition of family and community; ESL curriculum integrating theory and practical content; children and adults learning together; and frequent communication between agencies. This program design is found to provide parents with skills to support children in school and to give parents access to community resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 861 FL 801 147

Strunk, Sandra J.; Fowler-Frey, Jaclyn
ESL Online Action Research. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Adult Basic Education; *Classroom Research; Computer Networks; Computer Uses in Education; *English (Second Language); Information Dissemination; Inservice Teacher Education; *Internet; *Literacy Education; Peer Relationship; *Professional Development
IDENTIFIERS- Pennsylvania

The report describes a project designed to meet professional development needs of Pennsylvania's practitioners in adult basic and literacy education by: (1) creating an infrastructure

General (130),Reports - General (140)
DESCRIPTORS- Administrators; *College Faculty; Educational Change; Educational Policy; *Educational Trends; Ethnic Groups; Faculty Workload; Fringe Benefits; Health Insurance; *Higher Education; Part Time Faculty; Politics of Education; Productivity; Racial Differences; Retirement Benefits; Salary Wage Differentials; Sex Differences; State Aid; *Teacher Employment Benefits; *Teacher Salaries
IDENTIFIERS- *National Education Association

This report contains seven essays on current issues in higher education and a 1995-96 faculty salary report. "Faculty Salaries, 1995-96" (John B. Lee) provides an overview of faculty salaries, while "Faculty Workload and Productivity: Ethnic and Gender Disparities (Henry L. Allen) examines the ethnic and gender differences in faculty workload and productivity. "The Relative Value of Teaching and Research" (James S. Fairweather) examines the continued high rewards being paid to faculty who concentrate on research rather than teaching, while "Re(con)figuring the Professional Workforce" (Gary Rhoades and Rachel Hendrickson) documents the growth of part-time faculty and non-faculty positions. "State Fiscal and Policy Climate for Higher Education: 1996" (William Zumeta and John Fawcett-Long) examines the effect of state funding and economic trends on higher education, while "Faculty Retirement and Benefits" (Jay L. Chronister) and "Administrative Staff: Salaries and Issues" (David C. Montgomery and Gwendolyn L. Lewis) document faculty and staff salary, benefit, and retirement issues. The institutional faculty salary report provides salary and compensation information for 3,247 institutions. The data are organized by state, institutional type, and control and are based on preliminary data released by the Department of Education. Each essay contains references. (MDM)

ED 406 879 HE 030 037

Guarasci, Richard, Ed.; Cornwell, Grant H., Ed.
Democratic Education in an Age of Difference: Redefining Citizenship in Higher Education.
PUB DATE- 97
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; College Programs; College Students; *Cultural Pluralism; *Democracy; Democratic Values; *Diversity (Student); Feminism; Higher Education; Program Descriptions; *Service Learning; Undergraduate Study; Womens Studies
IDENTIFIERS- City University of New York La Guardia Comm Coll; Hobart William Smith Colleges NY; Rutgers the State University NJ; Saint Lawrence University NY; University of Michigan

This collection of seven essays focuses on programs that attempt to increase undergraduates' understanding of social differences while building a sense of campus community. "Democracy and Difference: Emerging Concepts of Identity, Diversity, and Community" (Richard Guarasci and Grant H. Cornwell) outlines the essential argument for a new "democratic sensibility" in undergraduate education, while "Community-Based Learning and Intercultural Citizenship" (Richard Guarasci) frames the argument for service learning, based on the experiences of Hobart and William Smith Colleges (New York). "Finding Community Across Boundaries: Service Learning in Women's or not faculty would be able to observe differences in behavior of high risk students as a result of student participation in the two different levels of intervention. Students (n=22) in the College Skills Development Program (CSDP), a comprehensive developmental studies program that consists of a study skills course with required attendance at tutoring sessions, were compared to students (n=30) who voluntarily enrolled in a study skills course and to a control group (n=21). Students were compared with regard to grade point average (GPA) and faculty perceptions of academic behaviors. Achievement was found to be greater for the students in the comprehensive program and the faculty reported a greater number of positive behaviors on the part of these students in their classes. A significant correlation between GPA and the instrument used to elicit faculty perceptions indicated the validity of this type of assessment in measuring successful academic behaviors. A one-way analysis of variance indicated that the three groups of students differed in terms of predicted GPA and how their actual performances compared to their predicted achievement. The CSDP group that combined study skills course with academic tutoring had the best academic achievement. The faculty questionnaire is appended. (Author/JLS)

ED 406 898   HE 030 071

Hines, S. Maxwell
Factors Influencing Persistence among African American Upperclassmen in Natural Science and Science-Related Majors.
PUB DATE- 26 Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Academic Persistence; *Black Students; *Career Choice; College Students; Enrollment Rate; Enrollment Trends; Ethnic Groups; Higher Education; Majors (Students); Qualitative Research; School Holding Power; *Sciences; Self Evaluation (Individuals); Student Attitudes; *Student Attrition; Student Characteristics; *Student Motivation
IDENTIFIERS- *African Americans

This study used naturalistic inquiry methods to examine reasons why some members of minority groups, despite discouraging odds, persist in the sciences or science related disciplines. Interviews were conducted with 10 African American upperclassmen majoring in natural science or science related disciplines at a predominately white coeducational research university. Subjects were questioned about their experiences within their respective disciplines and about affective factors influencing their persistence. Three generalized observations were developed from analysis of the interviews: (1) the importance of the development of self-reliance and autonomy to persistence; (2) the role uncomfortable environments play in persistence; and (3) the emphasis on the product (career prospects) of science education rather than the process of science education. Students typically expressed attitudes that were resigned, yet persistent. Among factors influencing persistence were a strong support system comprised of family, friends and home community members; parental expectation of success in college and a desire not to disappoint parents; and a focus on the quality of educational opportunities offered by the university and the necessity of taking advantage of them.

issues involved in reforming TAP. (MDM)

ED 406 918 HE 030 092

Alternative Loan Programs: A Comparison of Various Features.
PUB DATE- Oct 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Banking; Higher Education; Loan Repayment; Program Descriptions; *Student Financial Aid; *Student Loan Programs; Tables (Data)
IDENTIFIERS- New York; Student Loan Marketing Association

This report provides comparative data on various features of 36 student loan programs available to undergraduate and/or graduate students in New York. Presented in a table format, the report provides information on loan type, lender, maximum limit, minimum limit, interest rate/payment, fees, repayment guidelines, eligibility, disbursement, and comments for the following general loan sources: Access Loans, Citibank, Educaid, Keybank USA, Knight College Resource Group, Lawloans, Medcap, Medloans, Nellie Mae Loans, Private National Collegiate (PNC) Bank N.A., Sallie Mae, and The Education Resources Institute (TERI). Some loans are specifically targeted to students in such fields as medicine, law, or business administration. (MDM)

ED 406 919 HE 030 093

Kaiser, Harvey H.; Davis, Jerry S.
A Foundation To Uphold: A Study of Facilities Conditions at U.S. Colleges and Universities.
PUB DATE- 96
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Building Operation; College Administration; Decision Making; *Educational Facilities; Educational Policy; *Financial Needs; Financial Problems; Government Role; *Higher Education; National Surveys; Resource Allocation; *School Maintenance; State Government; Trend Analysis
IDENTIFIERS- *Deferred Maintenance

This report presents the results of a study of the condition of higher education facilities in the United States and offers recommendations to improve the deteriorating state of such facilities. The 1995 survey examined statistical, financial, and operational data gathered through mailed questionnaires returned by 400 institutions. The results indicated that there is an estimated $26 billion in total costs to eliminate accumulated deferred maintenance, of which $5.7 billion are urgent needs. While many campuses have made progress in reducing deferred maintenance, there was an overall increase nationally since the survey's baseline year of 1988. It was found that institutions typically had very little or very much accumulated deferred maintenance, and that public institutions usually had more deferred maintenance than private institutions. The report concludes that this large amount of deferred maintenance represents a threat to the ability of institutions of higher education to fulfill their missions, and that statewide agencies and individual institutions will have universities in the United States. Analysis of the survey data text and tables is presented in four sections that define purpose and methodology, historical context, provide profiles of various work-family initiatives, and discuss implications for planning and action. A fifth section of the report describes model initiatives such as: an on-site child care center at San Juan Community College (California); a program to care for mildly ill children at Iowa State University; emergency well child services at Michigan State University; a holiday/snowday program at Appalachian State University (North Carolina); an elder care resource and referral service at the University of Michigan; adoption assistance at Harvard University (Massachusetts); domestic partner benefits at Stanford University (California) and Massachusetts Institute of Technology; programs allowing stopping and starting the tenure clock at the University of Wisconsin-LaCrosse, Wellesley College (Massachusetts), Colgate University (New York), and Ohio State University; and work-family management training at Ohio State University; Additional organizational case studies are provided for Cornell University (New York), University of Montana, University of North Carolina at Chapel Hill, and Princeton University (New Jersey). The appendix includes a questionnaire that can be used as a self-assessment tool for compiling an index of institutional work-family initiatives. (CH)

ED 406 940   HE 030 116

Jones, Dennis P.; And Others
The Past as Prologue: Examining the Consequences of Business as Usual. Center Paper 01-93.
PUB DATE- Jun 93
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Change Strategies; Delivery Systems; *Educational Change; *Educational Demand; Educational Environment; Educational Equity (Finance); Educational Innovation; Educational Philosophy; Educational Trends; *Financial Problems; Financial Support; Futures (of Society); Higher Education; Long Range Planning; Politics of Education; Public Education; Role of Education; School Restructuring; *State Aid; State Colleges; State Universities
IDENTIFIERS- *California

This study examined the ability of California to meet increased demand for postsecondary education without significantly altering the basic historical assumptions and policies that have governed relations between the state and its institutions of higher learning. Results of a series of analyses that estimated projected enrollments and costs under various scenarios suggested that significant changes would be needed, and the report lists eight options to be considered: (1) eliminate certain forms of output and reduce certain services; (2) restrict access to the system; (3) increase revenue stream (tuition); (4) deliver higher education programs through other types of organizations; (5) change the governance structure; (6) change delivery systems by moving to off-campus instruction, greater use of technology, revising pedagogical approaches, and revising curriculums; (7) eliminate either the senior year in high school or the freshman year in college; and (8) change the relationship between higher education and the state government. The appendix contains information on

DESCRIPTORS- Administrative Organization; Business Administration Education; Case Studies; College Environment; *College Faculty; College Role; Cooperation; *Departments; Faculty Evaluation; *Faculty Workload; Governance; Higher Education; Natural Resources; *Organizational Climate; Personal Autonomy; Productivity; *Professional Recognition; Program Descriptions; Rewards; Teacher Collaboration; Teacher Role; Teamwork; Total Quality Management; Work Environment

IDENTIFIERS- Kent State University OH; Rochester Institute of Technology NY; Syracuse University NY; University of California Berkeley; University of Wisconsin Madison

This monograph examines issues in faculty and departmental collaboration in colleges and universities, focusing on structures and environments that support collaboration and reward productivity and progress toward institutional and disciplinary goals. An introductory chapter outlines four key issues: how colleges and universities can develop a sense of "collective good" without sacrificing faculty autonomy; how the team concept can be applied in an academic setting; how individual faculty members can be evaluated within the context of the group; and how institutions can evaluate and reward collective productivity. Case studies are provided of collaborative efforts at five institutions including: several parallel initiatives concerning faculty scholarship and rewards at Kent State University (Ohio); implementation of Total Quality Management principles at the Rochester Institute of Technology (New York) College of Business; a program of the interdisciplinary Maxwell School of Citizenship and Public Affairs at Syracuse University (New York); reorganization of the College of Natural Resources at the University of California at Berkeley; and evolution of the Teaching Academy of outstanding teaching-award winners at the College of Letters & Sciences of the University of Wisconsin-Madison. Appended materials include statements from each school's program. (Contains 32 references.) (MSE)

ED 406 959   HE 030 178

Anderson, Erin, Ed.

Campus Use of the Teaching Portfolio: Twenty-Five Profiles. AAHE Teaching Initiative.

PUB DATE- 93

NOTE- 128p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Policy; *College Faculty; *Employment Practices; Evaluation Criteria; *Faculty Evaluation; Higher Education; *Personnel Policy; *Portfolio Assessment; Portfolios (Background Materials); Profiles; Program Descriptions; Program Design

Twenty-five profiles of college and university programs using teaching portfolios to evaluate faculty are presented to illustrate how portfolio use relates to institutional context and purposes of evaluation. An introductory section makes observations about the profiles in general and highlights some issues emerging during preparation of the profiles. Programs represented include those of: Ball State University (Indiana); City University of New York, York College; Dalhousie University (Nova Scotia, Canada); Doane College (Nebraska); The Evergreen State College (Washington); Fayetteville State University (North Carolina); Gordon College (Massachusetts); Harvard University Medical School (Massachusetts); Manhattanville

ED 406 976 IR 018 328

Comprehensive Study of Educational Technology Programs Authorized from 1989-1992. Volume VI: Software Development Partnership Program.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Office of Educational Technology.

PUB DATE- 20 Dec 91

NOTE- 98p.; For volumes I-V, see IR 018 323-327; for the 1984-1992 study (phases I-IV), see IR 018 319-322; for the 1984-1992 summary report, see ED 348 951.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Computer Assisted Instruction; *Computer Software Development; *Computer Software Evaluation; *Courseware; Curriculum Development; Elementary Secondary Education; History Instruction; Instructional Materials; Material Development; Partnerships in Education; *School Business Relationship; School Surveys; Self Evaluation (Groups); *Summative Evaluation

IDENTIFIERS- *California Educational Techn Assessment Prog

This report, the sixth in a series of six, describes the evaluative activities carried out during Phase II of the California Educational Technology Assessment Program, and evaluates the partnership program between the California Department of Education (CDE) and seven software publishers. It is noted that this program was formed in 1986 in order to provide for the development of technology-based courseware to meet the instructional needs of California students in the areas of mathematics, science, and history/social science as identified by the Technology in the Curriculum (TIC) projects. The evaluation plan used for the software development included: (1) a review of existing records at the CDE and the developer locations; (2) project staff interviews; (3) self-assessment by the developers, which covered the areas of background information, planning, funding and support factors, marketing, and recommendations; and (4) a software user survey, which was given to at least 30 users of each of the products and elicited information on background, staff development, curriculum content and technology application, instructional features, and software product evaluation. Appendices contain copies of the self-assessment inventory form and the software user survey questionnaire. (AEF)

ED 406 977 IR 056 339

Nitecki, Joseph Z.

Philosophical Ancestry of the American Library Information Science.

PUB DATE- Apr 97

NOTE- 259p.; For related documents, see ED 363 346 and ED 381 162.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

DESCRIPTORS- *Citations (References); *Information Science; *Keywords; Librarians; *Library Science; Meta Analysis; *Philosophy

IDENTIFIERS- *Library Literature; Philosophers; Philosophical Research

This work supplements a previous work, "Philosophical Aspects of Library Information Science in Retrospect." It explores Library responsibilities well; however, several problems/areas requiring improvement were identified. Among the audit's conclusions were the following: the panel inappropriately used a training contract to earmark $7 million for a specific group; the panel may be extending inappropriately the period for which funds are available to it and may be exceeding its administrative cap; the panel could improve its strategic planning efforts; and it should estimate training contract amounts more accurately. The panel generally concurred with the audit findings and agreed that improvements can be made in several areas as identified in the audit report. (MN)

ED 406 529 CE 073 754

Asselin, Susan B.; Mooney, Marianne
Diverse Learners: Strategies for Success.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accessibility (for Disabled); *Classroom Techniques; Cognitive Style; *Diversity (Student); *Education Work Relationship; Educational Resources; High Schools; *Learning Strategies; Mainstreaming; Parent School Relationship; School Business Relationship; Special Education; *Special Needs Students; Teaching Methods; Vocational Education

This instructional resource provides classroom teachers with information for working successfully with all students by incorporating management tools and strategies to ensure students' success as they move from school to work. The guide is organized in five parts. Part I, Strategies for Learning and Teaching, covers these topics: learning styles, assessment, teaching styles, modifications and accommodations, motivation, and behavior and classroom management. Part II, Strategies for Collaboration, suggests methods for successful collaboration with parents, families, businesses, and the community. It also provides steps for solving cooperation problems. Part III, School to Career Transition, covers the role of vocational education teachers in preparing students for careers and making the transition from school to work. Part IV, Special Needs Populations, defines the various groups of special needs students, describes national legislation on educational accessibility for special needs persons, and suggests physical modifications, assistive technology, and workplace accommodations. Part V, Resources, contains the following: a glossary of 79 terms; a list of 38 acronyms; a list of 75 related references and 26 videotapes; a professional resource directory listing 47 organizations; and a bibliography containing 57 entries. Appendixes include sample forms and "bright ideas" from teachers dealing with special needs vocational education students. (KC)

ED 406 530 CE 073 755

Education for Employment Curriculum Guide.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 48p.; For a related resource list, see CE 073 756.
LANGUAGE- English

The Further Education Development Agency conducted two research studies of issues related to recording student attendance and responding to student absence. In the first study, absenteeism in five further education (FE) colleges in Britain was examined to determine the main causes of student absenteeism and administrative systems/procedures to address the problem. The second study evaluated the systems used to record student attendance at eight FE colleges representing a broad geographical, size, and structural mix. The findings of both studies were analyzed, and the following conclusions/recommendations were formulated: (1) although electronic systems of recording attendance can underpin FE colleges' response to absenteeism, such systems are still in an early stage of development and must therefore be used with caution; (2) FE managers must produce a comprehensive strategic plan for dealing with student absence; (3) if an electronic monitoring system is chosen to monitor attendance, all staff should be involved at the procurement stage, staff should be trained in using the system, and the system should be reviewed/evaluated continuously (including by obtaining input from teachers and students); and (4) FE colleges should review the causes of absence and establish clear statements on attendance policy for staff and students. (MN)

ED 406 549 CE 073 803

Mitchell, Carole
Educational Psychologists in Further Education. FEDA Paper.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; Case Studies; *Counseling Services; *Counseling Techniques; Delivery Systems; *Educational Psychology; Financial Support; Foreign Countries; Position Papers; Postsecondary Education; Records (Forms); *School Psychologists; *Technical Institutes; Vocational Education
IDENTIFIERS- *United Kingdom

This report, which maps the range of educational psychology services provided by educational psychologists in British further education (FE) colleges, examines the following topics: qualifications of educational psychologists and their role in the postschool sector; current issues for educational psychology services in FE (the legislative framework of educational psychology services, funding provision for students at FE colleges, and service level agreements and funding issues); the need for educational psychology services in FE colleges and the five levels of educational psychology services in FE colleges (work with individual students and groups of students; work with college staff, families, and caregivers; staff development; institutional systems work; and cross-organizational work); procedures in place at three FE colleges for evaluating educational psychology services; issues arising from inclusive learning (collaboration, management of teaching and learning, assessment, and funding); additional issues (local education authority-based services; participation, retention, achievement, and value added; and challenging behavior in FE); and strategies for promoting good practice. Appended are the following: descriptions of the educational psychology services available at three FE colleges; sample educational psychology service agreement; and Association of Educational Psychologists' position statement on educational

Education; Program Effectiveness; Program Evaluation; Student Exchange Programs; Technical Assistance
IDENTIFIERS- *International Military Education and Training Prog

This report presents results of a study team's analysis of the extent to which International Military Education and Training (IMET) serves U.S. interests. It describes whether IMET has done the following: (1) facilitated access to senior military and political leaders and promoted communication between the United States and recipient countries; (2) provided an effective introduction to U.S. political values; (3) contributed to improving political-military relations in recipient countries; and (4) served as an important asset for interoperability in coalition peace and humanitarian assistance operations. The analysis of IMET's effectiveness is organized in five parts: the legislative roots of the program and its relationship to foreign military sales; the structure of IMET in FY 1995, emphasizing the importance of IMET's original synergy of English language training, a professional course of instruction conducted in the United States, and the Department of Defense's Informational Program; an assessment of the effectiveness of international military educational and training made possible by IMET and other funding options; contributions toward achieving regional stability, improving multilateral cooperative military relationships with the United States, and supporting U.S. diplomatic interests overseas and economic interests at home; and making a good program better. The report concludes that IMET is one of the few foreign-aid initiatives that Congress continues to consider relevant, useful, and worthy of funding. (Contains 68 notes.) (YLB)

ED 406 568   CE 073 841

van der Klink, Marcel R.; Streumer, Jan N.
Effectiveness of On-the-Job Training.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Distributive Education; Foreign Countries; *Instructional Innovation; *On the Job Training; Persuasive Discourse; *Program Effectiveness; Program Evaluation; Sales Occupations; *Sales Workers; *Salesmanship; Success; *Telecommunications
IDENTIFIERS- *Netherlands; Telemarketing

A study carried out in the largest telecommunication organization in the Netherlands focused on-the-job training (OJT) as an effective training method. It also studied which variables explained OJT effectiveness and whether improvement of OJT effectiveness was possible through modification of training design. The objective was to improve trainee telemarketers' sales communication with customers. A pretest/posttest design was used. The first posttest was immediately after training, the second approximately 15 weeks later. To study the effects of modification of training, two groups were formed: a treatment group of four regional call centers and a comparison group of three centers (total number of trainees was 60). For the treatment group, four training activities were added to the OJT: self-study assignments, observational checklists of other trainees' behavior, logs for trainees to formulate behavioral goals and evaluate their progress, and short meetings with

Basic Skills; Comparative Analysis; Computation; Developed Nations; Foreign Countries; Literacy Education; *Mathematics Skills; Number Concepts; *Numeracy
IDENTIFIERS- Australia; Denmark; France; Japan; Netherlands; Sweden; United Kingdom

An international numeracy scale compared how well adults in seven countries--the United Kingdom, France, Netherlands, Sweden, Japan, Australia, and Denmark--handled some basic tasks involving numbers. The questionnaire comprised a set of 12 numeracy tasks that respondents were asked to complete using pen and paper. Within each country, the numeracy tasks were posed to a representative sample of adults aged 16 or 18 to 59/60. Tasks included adding and subtracting decimals, simple multiplication, calculating area, calculating percentages, and using fractions. Comparing the percentage of respondents who managed to give the correct answer for all tasks, Japan emerged at the top with 43 percent, followed by France (40 percent), and the Netherlands (38 percent). Respondents in the United Kingdom performed least well with only 20 percent accurately completing all 12 tasks. When results were reviewed for the proportion of respondents getting most answers right, UK respondents could achieve an average of only 7.9 correct. All other nations achieved an average of 9 or more correct. Most difficulty overall was experienced with questions where respondents were asked to use fractions. Analyses inferred that the typical UK resident who struggled with basic numeracy was young, female, and from a working class household. (The report includes the full tabulated results for each question, summary tables, and these appendixes: technical notes, survey details by country, and the 12 tasks.) (YLB)

ED 406 587 CG 026 378

Corliss, Julie
Space for Women: Perspectives on Careers in Science.
PUB DATE- Apr 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Females; Higher Education; Interviews; Mentors; Physical Sciences; Role Models; *Science Careers; *Sciences; Scientific Personnel; *Scientists
IDENTIFIERS- Harvard University MA

The Harvard-Smithsonian Center for Astrophysics (CfA) is a joint collaboration between the Smithsonian Astrophysical Observatory and the Harvard College Observatory. The CfA's research mission is the study of the origin, evolution, and ultimate fate of the universe. This 16-page booklet profiles women in the physical sciences or related fields; it is an effort to encourage young women to pursue science and science-related careers, particularly in astronomy and astrophysics. The profiles featured give readers an idea of the types of jobs found in a typical, nonprofit, scientific research institute. The booklet also includes tips on how to prepare for a career in astronomy or astrophysics, with advice on course work, choosing colleges, and finding mentors. Women profiled are: Patricia Brennan, department administrator; Andrea Dupree, stellar physicist; Barbara Welther, science historian; Donna Coletti, librarian; Kathryn Flanagan, instrument developer; Marquita Jackson-Minot, education specialist; Kimberly Dow, astrophysicist; Alyssa which support and facilitate children's healthy psychological development. The community approach reflects the perspective that individuals are more likely to develop in positive ways when essential core conditions are in place. By infusing knowledge about human behavior, skills in applying this knowledge in specific contexts, and the problem solving processes that scientist practitioner psychologist uses, school psychologists can make a measurable difference in schools. Specific examples of the kinds of activities in which population centered school psychologist would engage include: (1) facilitating the development of interdisciplinary problem solving support structures in schools; (2) strengthening schools' capacity for data based decision making and evaluation of the effectiveness of programs; and (3) collaborating in the enhancement of learning and prosocial behaviors of all children, as well as in the development and implementation of classroom assessment and intervention strategies, based on research but adapted to the specific setting, when problems emerge. (JBJ)

ED 406 606   CG 027 479

Brassard, Maria R.
Listening to Our Clients: A Strategy for Making Psychology Indispensable in the Schools.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p91-96; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Counselor Teacher Cooperation; Doctoral Degrees; Early Intervention; Elementary Secondary Education; Health Promotion; Marketing; Prevention; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; *Strategic Planning

Two questions are explored related to the image of doctoral school psychology: (1) Why does doctoral school psychology not have parity with the specialties of clinical and counseling psychology? and (2) How could doctoral school psychologists market their skills such that school districts would hire them to do a greater variety of activities to promote educational and mental health in the schools. School psychologists have a tremendous array of skills that are underutilized as many constituents are not aware of them. In order to solve this image problem, school psychologists need to: (1) conduct marketing research with main constituencies such as parents of children with and without handicaps, school administrators, regular and special education teachers, secondary school students, and other mental health professionals; (2) regularly assess the quality of services; (3) be better at assessment; (4) divide specialist training into secondary and elementary school psychology; (5) offer stress reduction and referral services to teachers; (6) collaborate in designing and implementing school-wide programs that enhance school safety, regular education outcomes, and prosocial behavior on the part of children and adolescents. (JBJ)

ED 406 607   CG 027 480

Kubiszyn, Tom

address psychological and behavioral problems resulting from conflict. A study was conducted to obtain the opinion of educational psychologists on their role regarding school violence. Results indicated that irrespective of whether the respondents were exposed to violence in the schools they worked in, they agreed that school violence had an extremely negative effect on the educational climate and should be dealt with urgently. Participants made many suggestions on how to improve the situation, but much of this advice was vague in terms of practical implications. The psychologists regarded their main function as providing psychological counseling and therapy to children and their families. It is suggested that the training needs in educational psychology and in violence-related skills be addressed. Contains 61 references. (RJM)

ED 406 625 CG 027 613

Hays, Ron D.; Ellickson, Phyllis L.
What Is Adolescent Alcohol Misuse in the United States According to the Experts? Health Sciences Program Reprint Series 96-35D.
PUB DATE- 96
NOTE- 16p.; Reprint.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Alcohol Abuse; Alcoholism; *Opinions; Questionnaires; Research; *Researchers
IDENTIFIERS- *Experts

Measurement and interpretation of alcohol use self-reports is characterized by a general lack of consensus. This study represents an effort to clarify what constitutes alcohol misuse among U.S. youth. A self-administered questionnaire eliciting opinions about cut-off point for alcohol misuse was mailed to 10 experts (7 men, 3 women) in alcohol research and treatment. These experts were selected to be representative of alcohol investigators from universities and research institutions from across the U.S. Respondents were asked to provide input with respect to frequency-quantity of alcohol use, high-risk drinking, and negative consequences items. Results revealed considerable variability in opinion about the different indicators of alcohol misuse. Exact agreement between different alcohol-use experts was rare. Reliability estimates revealed highest agreement for indicators of high-risk drinking, followed by negative consequences, and then frequency-quantity. Comments from the experts indicated that most felt that frequency and quantity should be considered together rather than separately. As expected, recommended cut-off points for alcohol misuse varied by age of the drinker, with more leeway given to older than younger adolescents. Contains 21 references. (Author/LSR)

ED 406 626 CG 027 614

A Healthy Look at Idaho Youth: Results of the 1995 Idaho Youth Risk Behavior Survey.
SPONS. AGENCY- Idaho State Dept. of Education, Boise.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)

significant difference between the two instructional spelling methods. However, students in the invented spelling class wrote significantly more words than students in the direct instruction class. (Contains 23 references. Appendixes present letters to parents and school administrators, a developmental spelling stages chart, the Blackburn Scale of Writing Development, and statistical analysis of data and graphs.) (RS)

ED 406 646 CS 012 778

Boucugnani-Whitehead, Lynda; And Others
The Expanding Role of School Psychologists: Planning, Designing, Implementing, and Evaluating a Program To Prevent Early Reading Failure.
PUB DATE- Mar 96
NOTE- 6p.; Paper presented at the Annual Meeting of the Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; *Decoding (Reading); *Early Intervention; Grade 1; High School Students; Primary Education; Program Effectiveness; Program Implementation; Reading Research; *School Psychologists
IDENTIFIERS- *Phonemic Awareness; Phonological Awareness; Spalding County School District GA

A study examined the effectiveness of the Preventing Early Reading Failure Project in the Griffin-Spalding County School System (Griffin, Georgia) during the 1994-95 school year. The approach was based on research on phonemic awareness and phonological recoding. The treatment group of 39 first-grade students received classroom reading instruction based upon the intervention approach along with small group supplemental training 4 times a week, 10 minutes each session, by trained high school honor students. The matched control group of 39 students received traditional first grade reading instruction. Results indicated that after 24 weeks of intervention, the treatment group made significantly more progress in word decoding skills at the time of posttest. These students were also able to correctly read significantly more sight words than the control group. Findings emphasize the changing role of the school psychologist to include planning, developing, implementing, and evaluating effective intervention programs. (Author/RS)

ED 406 647 CS 012 779

Smith, Susan Sidney
A Longitudinal Study: The Literacy Development of 57 Children.
PUB DATE- Dec 96
NOTE- 25p.; Paper presented at the Annual Meeting of the National Reading Conference (46th, Charleston, SC, December 4-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Emergent Literacy; *Family Environment; *Literacy; Longitudinal Studies; Low Income; Parent Attitudes; *Reading Achievement; Reading Attitudes; Reading Research; *Student Development
IDENTIFIERS- Iowa Tests of Basic Skills; Parent Surveys; Print Awareness

transitional reading, and engaging students' interests through reading in the content areas. The fastback concludes that the successful middle school reading program will offer a multiple intelligences curriculum so that all students are taught through their preferred learning style to become lifelong readers and learners. Contains 23 references. (RS)

ED 406 666 CS 012 807

McAlpine, Gwen; Warren, Janice
Reader-Response Approaches to Teaching Literature. Fastback 417.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *English Instruction; High Schools; Journal Writing; Language Arts; *Literature Appreciation; *Reader Response; Reading Interests; *Student Centered Curriculum; Teaching Methods
IDENTIFIERS- *Response to Literature

This fastback serves as a brief guide to several strategies for teaching literature in the high school English classroom, including sample assignments for advanced classes and for students with special interests. Techniques are presented for teaching literature using individual response, small-group work, and whole-class instruction. Teaching strategies presented in the fastback include the use of reading interest inventories, reading journals, small-group discussions of literature and book talks, and script writing. It is noted that these kinds of assignments lay the groundwork for helping young people to understand themselves as readers and to enjoy reading in the classroom. The fastback also points out that reader-response theory is consistent with a student-centered, whole language approach to teaching language arts. (RS)

ED 406 667 CS 012 811

Morrow, Lesley Mandel; And Others
Differences between Social and Literacy Behaviors of First, Second, and Third Graders in Social Cooperative Literacy Settings.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Comparative Analysis; *Cooperative Learning; Elementary School Students; Grade 3; *Instructional Effectiveness; Peer Teaching; Primary Education; *Reading Achievement; *Social Behavior; *Social Development; *Student Behavior; Tutoring; Writing Achievement

A study determined the impact of a literacy program including social cooperative literacy experiences on literacy achievement of first-, second-, and third-grade children. Treatment in the experimental groups, which consisted of 204 children from 3 first-, 3 second-, and 3 third-grade urban classrooms included designing classroom literacy centers, teacher-modeled literacy activities, and modeled cooperative strategies to use during periods of independent reading and writing. These periods provided a setting for social cooperative literacy activities. The control group consisted of 70 children in one first, one second, and one third grade. Observational data were collected

NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescent Literature; Adolescents; Audience Awareness; *Individual Development; Learning Strategies; Literary Genres; Reading Instruction; *Reading Motivation; Reading Skills; *Recreational Reading; Secondary Education; Student Motivation; *Supplementary Reading Materials
IDENTIFIERS- Response to Literature

Young adult literature (YAL) is an important and valuable tool for helping students learn and for motivating them to read. YAL also helps students gain insights into themselves and others. YAL (1) is written and marketed primarily for teenagers; (2) has main characters similar in age (12-25) to its readership; (3) has relatively uncomplicated plot lines; and (4) has issues matching the interests, needs, and concerns of teens. Historical fiction, coming-of-age, science fiction, fantasy, mystery/suspense, and non-fiction are the principal genres. Another genre called horror or shock fiction has been criticized by some as inappropriate. The coming-of-age genre deals with problems adolescents face; other genres, such as historical fiction/non-fiction in Crowdog's "Lakota Woman," overlap. YAL, as all other forms of literature, has its limitations--that is why YAL should be used as a supplement to the main texts of the class, where it may help with lessons by offering further insights, fact retention, and enjoyment. (Contains 6 references; lists of coming-of-age and cultural YA books are appended.) (CR)

ED 406 687 CS 215 818

Albertson, Luann R.; Billingsley, Felix F.
Improving Young Writers' Planning and Reviewing Skills while Story-Writing.
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Education; Grade 6; *Instructional Effectiveness; *Skill Development; Word Processing; Writing (Composition); *Writing Instruction; *Writing Processes; Writing Research; Writing Skills; Writing Strategies
IDENTIFIERS- *Story Writing; Teaching Research

An instructional study examined whether teaching strategies related to planning and reviewing behaviors would affect planning, reviewing, revising, and producing texts. Training texts were examined using a multiple baseline across participants design with multiple probes in baseline. During baseline and in intervention phases, two highly capable 12-year-old sixth-grade students (one boy/one girl) wrote stories on a computer using a word processor. Strategy instruction increased the amount of time writers spent planning, reviewing, and producing text. Results indicated that most stories written after instruction contained more words and all of them contained more sentences and story elements. Frequency (number of words written per minute) during story-writing sessions changed little from baseline to intervention phases for each

Tsai, Min-Ling
Culture Reflection and Re-construction in Aboriginal Children's Community Play: An Analysis of Children's Competence in and out of School.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Background; Cultural Differences; Elementary Education; Ethnography; Foreign Countries; *Indigenous Populations; *Interpersonal Competence; *Play
IDENTIFIERS- *Atayal Tribe; *Taiwan

A study applied an ethnographic approach to present a contextualized interpretation of children's competence as revealed in their play activities outside of school. The purpose of the study was to de-construct claims that Taiwan's aboriginal children cannot make it at school because of their "lacking cultural stimulus." Five play episodes, drawn from a year-long ethnographic study in a school composed of aboriginal students who belonged to the Atayal tribe in the mountain area in northern Taiwan, were videotaped and subjected to a fine-grained analysis. Results indicated that (1) the themes of the community play reflected the children's perceptions of adult concerns and role relationships in daily life; and (2) the conversation and interaction styles in these play contexts contained important elements of the local cultural ethos, such as valuing competence over the material resources, stressing "sharing" in group life, regarding fighting as justified actions for the benefit of the group, and listening to elders when conflicts arise. Findings suggest that the children were very good at taking whatever materials were available in the environment, transforming their meanings into play, and embedding them appropriately and creatively along with the construction of play. (Contains 17 references.) (RS)

ED 406 706 CS 509 488

Garrett, Mary M.
Research in Rhetoric in China.
PUB DATE- Nov 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; *Chinese Culture; Foreign Countries; Higher Education; *Non Western Civilization; *Rhetoric; *Scholarship
IDENTIFIERS- *China; Chinese (Classical); Chinese Literature; Rhetorical Genres

In the last 5 or 6 years, there has been an outburst of scholarly work published about traditional and contemporary Chinese rhetoric. Some of these pieces have appeared in communication journals and some in English and composition journals, and disciplinary boundaries may have prevented getting a good idea of exactly what, and how much research, is going on. Most of the work done so far concerns rhetoric of the Classical Chinese types of partnerships, explores varying degrees of collaboration, and examines the impact of collaborations on schools and communities. Portraits of five collaborative projects between public and private schools are presented: (1) Springside and Philadelphia All-Girls High School (Pennsylvania); (2) Crossroads and Los Angeles Public Schools (California); (3) Aim High: San Francisco (California) and St. Louis (Missouri); (4) Katherine Delmar Burke School and Martin Luther King, Jr., Middle School (California); and (5) The Hyde School of Greater New Haven (Connecticut). Contains a directory of 30 collaborative programs that work and 3 appendices that provide an overview of school-university collaborations, school-business partnerships, and a copy of the survey. (LMI)

ED 406 727 EA 028 282

Learning in the Community: From A to Z. A-Z Idea Book. Connections: Linking Work and Learning Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Development; *Career Guidance; *Education Work Relationship; Elementary Secondary Education; Lifelong Learning; *Occupational Information; Relevance (Education); Teaching Methods; *Theory Practice Relationship

A growing number of schools are using community-based learning to apply classroom learning to the real world. In so doing, students acquire the skills to become successful problem solvers and lifelong learners. This guidebook offers a variety of ideas for introducing and using community-based learning in the classroom. The suggestions are designed to help teachers give students a realistic snapshot of career options and prepare for them. The guidebook provides practical suggestions for using the campus as a learning resource; bringing the community to the classroom; linking the classroom and community electronically; and using the community as a classroom. An A-to-Z list of specific occupations describes what kinds of skills are needed and what the job is like. Contains an index and a list of other products in the Connections: Linking Work and Learning series. (LMI)

ED 406 728 EA 028 289

Egan, Kieran
The Educated Mind: How Cognitive Tools Shape Our Understanding.
PUB DATE- Apr 97
NOTE- 312p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Educational History; *Educational Philosophy; Educational Theories; *Foundations of Education; *Philosophy; Symbols (Literary)

Is the purpose of education to produce good citizens and instill social skills and values? Or is it to master certain bodies of knowledge? Or is it the fulfillment of each student's unique potential? These conflicting goals bring about conflict at

(Occupation)
IDENTIFIERS- Southern Regional Education Board; United States (South)

Teacher salaries are the single most costly item in every state's education budget. This report provides both a historical overview and recent statistics on trends in teacher salaries. The report describes the status of teacher salaries in the Southern Regional Education Board (SREB) states, defines "average" teacher salary, and discusses how school-reform initiatives have affected teacher salaries. The report also compares SREB states' average teacher salaries to the national average, discusses the effect of cost-of-living adjustment on teacher salaries, discusses the effect of the growing teacher work force on salary averages, and examines the linkages between salaries and teacher experience and teacher performance. Two figures (average teacher salaries by rank for the period 1984-85 through 1994-95 and estimated average teacher salary in SREB states for 1994-95) and four tables are included. (LMI)

ED 406 748 EA 028 316

Martin, Earin M.
Conditions That Facilitate the School Restructuring Process: Perceptions of Educational Personnel in Restructured Schools.
PUB DATE- Jan 97
NOTE- 46p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (20th, Austin, TX, January 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; Educational Cooperation; *Educational Environment; *Educational Improvement; Effective Schools Research; Elementary Secondary Education; Organizational Climate; Program Implementation; Resistance to Change; *School Restructuring

Proponents of school restructuring agree that it must occur with support from all stakeholder groups. This paper presents findings of a study that examined to what extent educational personnel engaged in restructuring (principals, teachers, and external facilitators of change) agreed or disagreed that 60 conditions identified in the research literature facilitated restructuring of their school. The study also examined the degree of consensus among and within the three groups on the conditions they believed to be most difficult to achieve in the restructuring process. A survey of 303 educational personnel in the Texas Partnership Schools Initiative elicited a total of 256 responses (67 principals, 172 teachers, and 17 facilitators), almost an 85 percent response rate. Principals consistently identified the following conditions as most difficult to achieve: cooperation and trust between and among all levels of personnel; ability of the staff to deal with other staff who resist change; adequate time and technical support for teachers; time during regular working hours to participate in shared decision making, professional development, or team planning; and sufficient district funds to carry out restructuring initiatives. Two of the conditions identified as most critical to restructuring were also identified as the most difficult to achieve: (1) cooperation and trust among all levels; and (2) time during regular working hours. A conclusion is that those involved in restructuring publicity activities including development of a brochure. The paper concludes by noting that, despite all the effort put into the project by more than 50 people, the school was not able to open as planned in 1989 due to an inability to find a suitable location, a downturn in the local economy, and departure of the proposed school's director. It is suggested that the Charter Schools movement may provide better opportunities for similar projects today. (DB)

ED 406 767 EC 305 419

Wybranski, Nancy
The Importance of Multiple Treatments in Combination for the Mild to Moderately Involved.
PUB DATE- Feb 97
NOTE- 32p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (20th, Hilton Head, SC, February 19-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Downs Syndrome; *Early Intervention; Elementary Education; Inclusive Schools; Interviews; Mainstreaming; *Mental Retardation; Preschool Education; *Private Schools; *Public Schools; Special Classes; *Student Placement; Student Records

This study examined the efficacy of early intervention with 38 children ages 5 to 10 with Down Syndrome. The study specifically looked at the influence on later school placement of three early intervention treatments during a child's first 5 years: (1) publicly provided programs (22 children); (2) privately provided programs (4 children); and (3) a combination of the two (12 children). The study interviewed parents and teachers and reviewed cumulative school records. Of the children who had received public early intervention programs, 26 percent were currently in home district inclusion programs, 39 percent in integrated regular-special education placements, and 35 percent in full time special education placements. Of the children who had received private early intervention services, 50 percent were in home district inclusion programs, 25 percent in integrated regular/special education placements, and 25 percent in full time special education. Among children who had received both public and private programming, 50 percent were in inclusion programs, 33 percent in integrated regular/special education, and 17 percent in full-time special education. The study also found that children who had received either public or private early intervention in inclusive settings were more likely to be in inclusive placements later. Overall, more students who had received both public and private early intervention services were later in integrated elementary school settings. (Contains 27 references.) (DB)

ED 406 768 EC 305 461

Egelston-Dodd, Judy, Ed.
Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators--Deaf and Hard of Hearing (23rd, Santa Fe, New Mexico, March 7-10, 1997).
PUB DATE- Mar 97
NOTE- 150p.; For individual papers except "Introduction: Helping the Professorate Implement the Standards," by Judy Egelston-Dodd, see EC 305 462-478.

*Literacy; Parent Influence; Parents With Disabilities; Residential Schools; *Skill Development

This paper describes the first three stages of a 4-year study whose purpose is to examine the relationship between American Sign Language (ASL) and English literacy among 160 residential school children (ages 8-15) who are deaf. In the first stage, test instruments were developed, data collection procedures refined, sampling procedures planned, and a small subsample of subjects were tested. In the second stage, the relationship between ASL competence and English literacy was examined. A component of this part of the study was whether the children with hearing impairments who have deaf parents outperform children with hearing impairments who have hearing parents in ASL skills and English literacy. The third stage examined whether changes in ASL ability are related to changes in English literacy skills over a 12-month period. Results found that: (1) high ASL groups significantly outscored medium and low groups in English literacy; (2) students with mothers who were deaf scored significantly higher than students with hearing mothers in tests of English literacy and ASL; and (3) subjects showed a small but statistically insignificant correlation between ASL improvement and English literacy improvement after 1 year. (CR)

ED 406 786 EC 305 487

Russell, Steven C., Comp.
"Renewing the Commitment: 1963-1997." Poster Session Abstracts from the International Conference of the Learning Disabilities Association of America (Chicago, Illinois, February 19-22, 1997). Volume 6.
PUB DATE- Feb 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Attention Deficit Disorders; Elementary Secondary Education; Higher Education; Hyperactivity; Intervention; *Learning Disabilities; *Research and Development; Student Evaluation; Teaching Methods; *Theory Practice Relationship

Extensive abstracts of papers presented at two poster sessions of a conference on learning disabilities (LD) are included. The first session of the conference focused on research on assessment and characteristics of students with learning disabilities. Individual papers covered the following topics: longitudinal case studies of college students with LD; word-finding difficulties and cognition; attributional style and academic success; behavior adjustment in LD students; LD among abused males in residential treatment facilities; training social services employees about attention deficit hyperactivity disorder (ADHD); faculty perceptions of support services; language therapy for adolescents; quality of life as viewed by female college students with LD; negotiation skills in LD children; LD and underachievement; and self-advocacy skills of college students. The second session presented papers concerned with research on instruction and treatment. Topics included: group therapy for LD adolescents; a developmental writing program at Southern Illinois University; attitudes toward inclusion of teachers and parents; preparation of special education leadership personnel; facilitating inclusion through home, community, and school collaboration; reinforcing phonics skills through a tutorial program; improving reading fluency; professional development schools at Chicago State University

"Recent Developments in Social Interaction Interventions To Enhance Inclusion" (Linda Garrison Harrell and others); (13) "Academic Equalizers: Practical Applications for Selected Strategies for Elementary and Secondary Students" (Christine K. Ormsbee and others); (14) "Inclusion and Diversity: Powerful Words with Powerful Meaning" (Laura Zionts and Pamela Baker); and (15) "Inclusive Practices for Preschoolers with Disabilities" (Pamela Lowry Pruitt). Author and subject indexes are included. (Individual chapters contain references.) (DB)

ED 406 803　　EC 305 509

Stephenson, Chris
Building Deaf Community in Cyberspace: A Case Study of a Deaf Listserv.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Deafness; *Electronic Mail; Foreign Countries; *Group Discussion; Information Sources; *Interpersonal Communication; *Telecommunications
IDENTIFIERS- Cyberspace; *Deaf Community; Listservs

This study examined the effects of computer-mediated communication (CMC) in creating a new environment for the development of a deaf community through a case study of DEAF-L, an on-line discussion venue focusing on issues and concerns relating to deaf people. Data collection took the form of participant observation and analysis of transcripts of listserv communication over a 20-day period. A total of 851 messages (1,600 pages of text) were examined to determine the extent to which this electronic environment facilitated the discussion of deafness. Analysis was both quantitative (numbers per day, length, and numbers per topic), and qualitative (message relationship to the deaf community, information sharing, discussing versus "flaming," and various roles of participants). Among the many topics discussed on DEAF-L during this period were deaf culture, deaf humor, definitions, employment, health, hearing aids, relationship to the hearing, interpreters, legislation, lifestyles, oralism, religion, sign language, software, and using voice. The study found that CMC, and specifically DEAF-L, does provide an environment in which information can be exchanged and ideas debated while facilitating the development of a new kind of deaf community predicated on interest in deafness rather than language modalities. (DB)

ED 406 804　　EC 305 510

Kogan, Susan; Rueda, Robert
Comparing the Effects of Teacher-Directed Homework and Student-Centered Homework on Return Rate and Homework Attitudes of Minority Learning Disabled Students.
PUB DATE- 97
NOTE- 6p.; Roundtable Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English

Data were drawn from a questionnaire, class evaluations, informal interviews, and class observation. Students were asked to evaluate their classroom atmosphere, textbook, handouts, instructor, and themselves. Results indicate the students lacked the vocabulary necessary to engage in meaningful dialogue because they did not review classroom learning. Most felt once-a-week conversation was adequate, but also complained of lack of opportunity to use their English. Respondents rated the instructor and self-motivation as the most important factors in acquiring English, and rated their peers, text, and curriculum as having little importance. Responses to open-ended questions suggest self-consciousness, perceived attitudes of other students, and limited relationship with classmates were also factors. Most held favorable opinions of the teacher. Implications of the findings for understanding student expectations and developing instruction are discussed briefly. (MSE)

ED 406 822   FL 024 425

Smitherman, Geneva
"What Is Africa to Me?": Language, Ideology and "African American."
PUB DATE- 91
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- African Culture; *Black Culture; *Blacks; Classification; *Ethnicity; *Identification (Psychology); Language Research; Language Usage; *Public Opinion; Sociolinguistics; Surveys
IDENTIFIERS- *African Americans; Georgia (Atlanta); Illinois (Chicago); Michigan (Detroit); Ohio (Cincinnati); Pennsylvania (Philadelphia)

A study examined the history of racial labelling of Black Americans, from the perspective of their changing material condition and opinions concerning use of the term "African American." Using the paradigm that language is representative of a social construction of reality drawn from linguistics and sociology, use of the terms "African," "colored," "Negro," "Black," and "African American" is chronicled, focusing on societal forces and the relationship of Blacks to American society. Survey methodology and results are then discussed. The survey was conducted in 1989 in Atlanta (Georgia), Chicago (Illinois), Cincinnati (Ohio), Detroit (Michigan), and Philadelphia (Pennsylvania). Of 667 respondents, including both African and European Americans, 512 responded to the question "Do you think the term 'African American' should replace the term 'Black' as the name for Black people in the United States?" Results show just over one-third to one-half support a shift to "African American." Three broad explanations were offered by Blacks for approving the change: identification of dual heritage; inadequacy of the "color" label; aesthetic quality of the newer term. Three explanations were given for disapproval: Blacks are not African; syllabic density; no need for change. Demographic differences in responses were also revealed. Contains 35 references. (MSE)

ED 406 823   FL 024 448

Kim, Alan Hyun-Oak
A View from the Cocoon--Space Categorization in the Korean Verb

Language Planning; *Language Role; Monolingualism; *Multilingualism; Official Languages; *Public Policy; Second Language Learning; Second Languages

IDENTIFIERS- United States

Written for the layperson, this books presents perspectives in support of cultural diversity in America and against language restrictionism and establishment of English as the single official language. In a series of topical discussions, the book brings what linguists have learned about language acquisition to the issue of how the United States should address the language needs of its population. Chapters focus on the following topics: the role of language in connecting individuals and groups together; the symbolism of the American melting-pot myth and the way it colors Americans' expectations of immigrants and attitudes about the languages they bring with them; common misconceptions about newcomers and language learning; the role of language as means of instruction and subject of study in American schools; the history and nature of the official-English movement; the history of challenges to the language restrictionism movement; examples of one-language and officially bilingual or multilingual nations; and benefits of cultural diversity and multilingualism. Contains 307 references. (MSE)

ED 406 843 FL 024 505

In Days Gone By: A Reader. Ukrainian Language Development Series.

PUB DATE- 96

NOTE- 87p.

LANGUAGE- Ukrainian

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Advertising; Childrens Literature; Cultural Background; Ethnic Groups; Foreign Countries; Heritage Education; History; Illustrations; Instructional Materials; Nationalism; Native Language Instruction; Poetry; *Reading Materials; Second Language Instruction; Second Language Learning; *Ukrainian; Uncommonly Taught Languages

IDENTIFIERS- *Canada; Ukrainians

This reader contains a selection of short texts and is intended for intermediate- to advanced-level students of Ukrainian. The reader is one of four in the Ukrainian Language Development series; the other three are "Conflict," "Deeds and Doers," and "Decisions." The book includes a variety of poems by Ukrainian national poet Taras Shevchenko, and stories and historical themes from Ukraine's past by Ukrainian writers Roman Zavadovich, Mikhailo Kotsubinsky, Roman Kupchinsky, and Yar Slavutich. Also included are a number of illustrations, photographs, and drawings of historical events and scenes from the narratives, including tales of the Cossacks, early Ukrainian pioneers to Canada, Ukrainian sites in Canada (i.e., an early Ukrainian school), and early advertisements from Ukrainian businesses in Canada. (CP)

ED 406 844 FL 024 506

Loucky, John Paul

Developing and Testing Vocabulary Training Methods and Materials for Japanese College Students Studying English as a Foreign Language.

PUB DATE- Sep 94

NOTE- 426p.; Doctoral dissertation, Pensacola Christian College, Florida.

for guiding practitioners through classroom research with support from colleagues; and (2) linking practitioners through telecommunications. The project allowed ten English-as-a-Second-Language (ESL) educators to participate in action research with colleagues using the Internet as the primary communication vehicle, and coordinated with the National Professional Development Network for participation in an online action research database. As they pursued their projects, participants communicated regularly with a participant-partner and joined in a virtual meeting online once a month. It is concluded that online action research holds great potential for ongoing professional development of adult educators, by creating a sense of community among practitioners, exposing them to a wealth of information in their field, and giving them a systematic way to examine practice. The report details the project's origins, design, and results relating to four themes: communicating with a partner; using technology in a new way; becoming a researcher; and unexpected outcomes. Appended materials include the training outline and summaries of seven research projects. Contains 22 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 862 FL 801 148

Silc, Kathleen Flannery; Outterson, Beth
ESL for Farm Safety. Student Workbook and Teacher's Manual.
SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English (Second Language); *Farm Occupations; Health Promotion; Information Sources; Instructional Materials; *Occupational Safety and Health; *Pesticides; Public Agencies; *Safety Education; Teaching Guides; Visual Aids; *Vocational English (Second Language); Workbooks
IDENTIFIERS- *AmeriCorps

The instructional materials, intended for limited-English-proficient farm workers, provide information on the safe use of pesticides and on pesticide-related illness on the job. The seven lessons are designed to teach English-as-a-Second-Language (ESL) learners vocabulary and communication skills related to themselves, their farm occupations, the nature of pesticides, usage and warning labels, health risks, symptoms of illness, emergency procedures, health-promotion measures, and worker rights concerning safety and health. The student workbook contains lessons and exercises. The teacher's manual contains suggested classroom techniques and procedures keyed to the student workbook, a list of National Worker Protection offices, with addresses, a list of Association of Farmworker Opportunity Programs' AmeriCorps Pesticide Safety Coordinating Offices, a worker protection assessment form, and the text of the student workbook. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 863 FL 801 149

Radio Nutricion: A Program for Nutrition Education with the Hispanic Community. Service Provider's Guide = Radio Nutricion: Un Programa de Educacion para la Nutricion para la Comunidad

Studies" (Mary K. Trigg and Barbara J. Balliet) chronicles an attempt to integrate feminist theory with community experience at Rutgers University (New Jersey), while "Residential Colleges: Laboratories for Teaching Through Difference" (Grant H. Cornwell and Eve Stoddard) profiles the First-Year Program at St. Lawrence University (New York). "Learning Communities: Collaborative Approaches to Engaging Differences" (Roberta S. Matthews and Daniel J. Lynch) looks at thematically clustered course packages at LaGuardia Community College (New York) , while "Intergroup Relations, Conflict, and Community" (David Schoem) outlines the University of Michigan's Program on Intergroup Relations, Conflict, and Community. "Liberal Education as Intercultural Praxis: Citizenship in a Diverse Democracy" (Richard Guarasci and Grant H. Cornwell) serves as a conclusion. (Contains 99 references.) (MDM)

ED 406 880   HE 030 038

Armstrong, Steve, Ed.; And Others
Facing Up to Radical Changes in Universities and Colleges. Staff and Educational Development Series.
PUB DATE- 97
NOTE- 186p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Change Strategies; *College Administration; College Faculty; *College Instruction; College Students; Colleges; Computer Assisted Instruction; *Educational Change; Faculty Development; Foreign Countries; *Higher Education; Staff Development; *Strategic Planning; Teacher Role; *Technological Advancement; Universities
IDENTIFIERS- United Kingdom

This collection of 18 essays focuses on efforts to manage change in higher education, primarily at universities in the United Kingdom. It includes: (1) "Changing Universities: From Evolution to Revolution" (Gail Thompson); (2) "Assessing Attitudes to Electronic Lectures" (Philip Barker); (3) "Teaching and Learning Technology: Shifting the Culture" (Wendy Hall and Su White); (4) "Using Computer-Mediated Communication to Develop Supervisory Skills" (Gerard Prendergast); (5) "Technology in Education to Technology of Education: Concepts, Conflicts, and Compromises" (Ray McAleese); (6) "Developing Strategies and Policies for Changing Universities" (Dary Erwin); (7) "QILT: A Whole-Institution Approach to Quality Improvement in Learning and Teaching" (Mike Laycock); (8) "Splitting the Atom of Education" (Alastair Pearce); (9) "Developing HE Staff to Appreciate the Needs of Flexible Learning Access Students--Developing Flexible Learning Access Students to Appreciate the Needs of HE" (Sally Anderson and Fred Percival); (10) "Managing to Help Teachers Change: An Agenda for Academic Managers" (Barry Jackson); (11) "Dissertation Supervision: Managing the Student Experience" (Steve Armstrong); (12) "The Rise of the 'Strategic Student': How Can We Adapt to Cope?" (Pauline E. Kneale); (13) "From Teacher to Facilitator of Collaborative Enquiry" (Lorraine Stefani and David Nicol); (14) "Issues of Power and Control: Moving from 'Expert' to 'Facilitator' (Pete Sayers and Bob Matthew); (15) "Reducing Stress in Teaching and Learning" (Stephen Cox and Ruth Heames); (16) "Reinventing Lectures, Students and Learning Programmes" (Paul Gentle); (17) "Some Issues Impacting on University Teaching and Learning: Implications for Academic Developers" (Philip C. Candy); and (18) "Facing Up to Radical Change in Universities and Colleges"

(Contains 29 references.) (Author/JLS)

ED 406 899 HE 030 072

Simsek, Hasan; Balci, Ayse
Current and Future Mission of a Leading Turkish Public University from the Perspective of Various Internal and External Stakeholders. Draft.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; Colleges; Community Attitudes; Cultural Differences; Educational History; Educational Practices; Foreign Countries; Government Role; Higher Education; *Institutional Mission; International Education; Organizational Change; Parent Attitudes; Program Effectiveness; *Public Education; Public Opinion; School Restructuring; Student Attitudes; Surveys; Teacher Attitudes; Universities
IDENTIFIERS- *Middle East Technical University; *Turkey
This study investigated the perceptions of various stakeholders concerning the current and future roles and functions of the Middle East Technical University (METU), a leading large public university in Turkey. The data used in this paper were derived from a larger research project that was designed to assess the quality of various dimensions of METU. Personal interviews with a semi-structured format were conducted with a randomly selected group of 80 individuals representing faculty members, students, administrators, graduates, parents, and managers of public and private agencies were conducted. Overall, the study found that in the three domains of teaching, research, and service, METU was seen as adhering to the typical university in the West. Teaching was rated as the primary current function of the university by most respondents. However, interviewees' expectations on the university's future functions rates the three domains almost equally. Interviewees also ascribed to the university the additional roles of providing leadership in economic and social development, in international or global orientation, and in student character formation and development. (Contains 29 references.) (Author/JLS)

ED 406 900 HE 030 073

McFadden, Mark
Access for Women to Higher Education in England and Australia: A "Second Chance."
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aspiration; *Access to Education; Accountability; Adult Students; College Outcomes Assessment; Disadvantaged; *Diversity (Student); *Educational Opportunities; *Educational Policy; Equal Education; Ethnic Groups; Females; Foreign Countries; Government Role; High Risk

to make difficult choices for resource allocation. Three appendixes provide the survey research report, copies of the survey instruments, and a list of survey respondents. (MDM)

ED 406 920 HE 030 094

Owens, Janice
Learning and Earning: Analysis of HEA Title II-B Graduate Library Fellowship Program Recipients, Fiscal Years 1985-1991.
PUB DATE- Jan 97
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Attainment; Employment Level; Employment Potential; *Federal Programs; *Fellowships; Graduate Study; Higher Education; *Librarians; *Library Education; Library Science; Program Effectiveness; Student Financial Aid
IDENTIFIERS- *Higher Education Act Title II B

This report summarizes a descriptive survey of fellowships awarded under the Library Education and Human Resource Development Program, Title II-B of the Higher Education Act of 1965. The study covered the years 1985-91 and was undertaken to determine the success of the fellows who were recruited into the training program, and to determine if their training enabled them to enter the library profession or re-enter with enhanced skills to further their careers. During the 7 years covered by the study, 88 doctoral, 17 post-master's, and 223 master's fellowships were awarded. Overall, the study revealed that 93 percent of the fellows received or will receive their degrees. There were no significant differences in the completion rates of males and females and between minorities and nonminorities. Seventeen tables provide data on sex and gender; post-training status; the number of fellows by degree sought, race, and gender for each of the 7 years; the number of fellows recruited by training level and post-training field of employment, and yearly funding results. (MDM)

ED 406 921 HE 030 095

Richmond, Peggy A.; Maramark, Sheilah
On the Road to Economic Development: A Guide for Continuing Education Programs at Historically Black Colleges and Universities.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Black Colleges; *Continuing Education; *Economic Development; Higher Education; Models; Program Descriptions; Program Development; *School Community Relationship

This guide is designed to provide information, advice, and programming strategies that historically black colleges and universities (HBCUs) might use to enhance the involvement of their continuing education programs with community economic development. It includes a review of the literature on successful higher education-economic development initiatives, and highlights promising practices and innovative program methodology and the assumptions made to arrive at the findings. (CH)

ED 406 941   HE 030 117

Trumpbour, John, Ed.
How Harvard Rules: Reason in the Service of Empire.
PUB DATE- 89
NOTE- 450p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Change Agents; College Faculty; Criticism; *Educational History; Elitism; Governance; *Government School Relationship; Higher Education; Ideology; Institutional Characteristics; Institutional Mission; *Institutional Role; Liberalism; Opinions; Political Influences; Politics of Education; Public Opinion; *Reputation; Sciences; Status; Universities; Values
IDENTIFIERS- *Harvard University MA

This collection of 26 essays examines the historical position of Harvard University as one of the nation's most influential institutions. Included are: (1) "Introducing Harvard: A Social, Philosophical, and Political Profile" (John Trumpbour); (2) "How Harvard is Ruled: Administration and Governance at the Corporate University" (Robert Weissman); (3) "Harvard, the Cold War, and the National Security State" (John Trumpbour); (4) "Living with the Bomb: The World According to Bok" (Andrew Kopkind); (5) "Jackboot Liberals" (Alexander Cockburn); (6) "The Business-University Revisited: Industry and Empire in Crimson Cambridge" (John Trumpbour); (7) "Neighborhood Bully: Harvard, the Community, and Urban Development" (Oscar Hernandez and Zachary Robinson); (8) "A History of University Labor Struggles" (Vladimir Escalante); (9) "Blinding Them with Science: Scientific Ideologies in the Ruling of the Modern World" (John Trumpbour); (10) "The Science of Racism" (Jonathan R. Beckwith); (11) "Sexism and Sociobiology: For Our Own Good and the Good of the Species" (Ruth Hubbard); (12) "Ideology in Practice: The Mismeasure of Man" (Stephen Jay Gould); (13) "'Cleaning House': Hiring, Tenure, and Dissent" (John Trumpbour); (14) "The Tenure Process and Its Invisible Kingmaker" (Joseph Menn); (15) "Could Karl Marx Teach Economics in the United States?" (Lawrence S. Lifschultz); (16) "Uppity and Out: A Case Study in the Politics of Faculty Reappointment (and the Limitations of Grievance Procedures)" (Chester Hartman); (17) "Minority and Third World Students" (Cynthia Silva et al.); (18) "Meritocracy and the Manipulation of Ethnic Minorities: The Epps and Evans Affairs" (Eugene Franklin Rivers); (19) "Sexual Shakedown" (Christina Spaulding); (20) "A Note on Professional Schools" (John Trumpbour); (21) "Laying Down the Law: The Empire Strikes Back" (Jamin B. Raskin); (22) "Making Students Safe for Democracy: The Core Curriculum and Intellectual Management" (Ben Robinson); (23) "The Progressive Student Heritage" (Zachary Robinson); (24) "'Waiting for Derik': The Divestment Struggle" (Michael West); (25) "Democracy Harvard-Style: The (S)Election of Overseers" (Chester Hartman and Robert Paul Wolff); and (26) "Conclusion: Transforming Harvard" (John Trumpbour). (Individual papers contain references.) (CH)

ED 406 942   HE 030 118

Queitzsch, Mary

College (New York); Miami-Dade Community College (Florida); Murray State University (Kentucky); Otterbein College (Ohio); Saint Norbert College (Wisconsin); San Diego State University (California); Syracuse University (New York); Texas A & M University; Tompkins Cortland Community College (New York); University of Colorado at Boulder; University of Maryland University College; University of Minnesota, Twin Cities; University of Nebraska, Lincoln; University of Pittsburgh, Greensburg Campus (Pennsylvania); University of Wisconsin, La Crosse; Western Michigan University; and York University (Ontario, Canada). The charter document for the Syracuse University program is appended. Contains 13 references. (MSE)

ED 406 960 HE 030 179

Hutchings, Pat
Using Cases To Improve College Teaching: A Guide to More Reflective Practice. AAHE Teaching Initiative.
PUB DATE- 93
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Classroom Techniques; College Environment; College Faculty; *College Instruction; Course Content; Discussion (Teaching Technique); Faculty Development; Higher Education; *Instructional Improvement; Learning Processes; *Organizational Climate; *Reflective Teaching; Scholarship; Teaching Methods; *Theory Practice Relationship; Work Environment

This monograph explores practical and theoretical issues in use of case studies for college faculty to reflect on and improve instruction. Six chapters: (1) describe teaching case studies, with an overview of how and why they are used; (2) explore the rationale for their use within the frameworks of scholarship and professional development; (3) present three brief case studies and suggestions for their use in discussion; (4) present reports from faculty groups who have written case studies, with their suggestions on how to proceed; (5) discuss nine issues that have emerged through the use of cases (how they can place the focus on learning as well as teaching, possible alternative formats, getting at the more subtle issues of practice, going beyond problems to the problematic, whether and how cases can represent best practice, including content issues, using cases to build on one another, creating occasions for more productive use of cases, and the impact of case use on teaching improvement); and (6) describe three possible scenarios illustrating how cases might contribute to a campus culture that takes teaching and learning seriously. Four additional cases and teaching suggestions are appended as is a list of 13 resource organizations. (Contains 16 references.) (MSE)

ED 406 961 HE 030 180

Peterson's Distance Learning 1997.
PUB DATE- 96
NOTE- 505p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Academic Advising; Certification; College Credits;

Information Science, which deals with the facilitation of recorded knowledge, the metalibrarianship encompassing the theoretical aspects of a broad range of recorded communications, and the philosophies thereof. This essay identifies relationships between published librarians interested in philosophical aspects of the field and their philosophical "mentors." Philosophers cited by librarians are identified and their major contributions to philosophy are briefly summarized. The impact of cited philosophers on the philosophy of Library Information Science is inferred from the comments made by citing librarians. The study draws keywords from librarians' comments, earmarks them as representative of certain philosophical concepts, and examines how frequently they appear. This examination fuels consideration of various relationships between philosophers and their views, ways terminology is interpreted, and theoretical background of Library Information. Appendices contain: (1) profiles of cited philosophers; (2) major philosophical systems; (3) major key words; (4) frequency of key words citations; and (5) analysis of the most frequently cited words. (Contains 242 references.) (AEF)

ED 406 978 IR 056 353

Be Prepared: Security and Your Library. Videotape.
PUB DATE- 94
NOTE- 0p.; Running time: 35 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Crime Prevention; Law Enforcement; *Library Administration; Library Materials; *Library Personnel; *Library Policy; Problems; *Safety; Security Personnel; Stealing; *Users (Information); Vandalism
IDENTIFIERS- *Library Security

This videotape is designed to help library staff develop and implement a security program in the library, using library personnel or outside security personnel. Eight sections cover: (1) how to design an effective security policy; (2) how to approach disruptive patrons; (3) personal safety--with disruptive patrons, during a robbery, and when entering or leaving a building; (4) management support; (5) law enforcement cooperation; (6) isolated libraries; (7) inventory control; and (8) internal theft. The videotape advises that libraries: write a clear, consistent security policy for staff; inform patrons of the library security policies; train all staff in security procedures; cooperate and form partnerships with local law enforcement; and use consistency, courtesy and common sense in working with patrons and staff. Includes a reproducible handout for staff with techniques for approaching patrons, what to do if they do not cooperate, and what to do if they set off a security alarm. (SWC)

ED 406 979 IR 056 354

More Than Just Books: An Introduction to the Library for Adults. Videotape.
PUB DATE- 95
NOTE- 0p.; Running time: 11 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; *Competence; Competency Based Education; Cooperative Education; *Curriculum Development; *Disabilities; *Disadvantaged; *Education Work Relationship; Educational Planning; Employment Potential; *Integrated Curriculum; Job Skills; Learning Activities; Secondary Education; Special Needs Students; Standards; Task Analysis; Vocational Education
IDENTIFIERS- Education for Employment Programs; Virginia

This guide provides an overview and a curriculum for the Education for Employment (EFE) program, which prepares students in targeted populations for independent living and productive careers. The courses encourage students to engage in activities that allow them to blend their academic and vocational studies and employment experiences to solve real-life problems, perform actual work, and produce real products. EFE includes programs for both disadvantaged students and students with disabilities. The guide is organized in three parts. The first part defines EFE, lists its goals, suggests program options, and provides information on student placement and continuation of services. The second part is the program curriculum. It includes related academic standards of learning for introductory level and levels I and II courses, a cooperative education component, and an all-aspects-of-industry component. Behavioral objectives for the various strands are listed and described. The third section of the guide contains curriculum development aids for competency-based education, including the following: task and competency lists, program design suggestions, instructional strategies, task analysis design, and sample task analysis. A task analysis worksheet is included. An appendix supplies definitions of academically and economically disadvantaged students and limited English proficiency students. (KC)

ED 406 531 CE 073 756

Education for Employment Resource List.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 63p.; For a related curriculum guide, see CE 073 755.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Education; Behavioral Objectives; Career Exploration; Competence; Competency Based Education; Cooperative Education; *Curriculum Development; Curriculum Guides; Daily Living Skills; *Disabilities; *Disadvantaged; Dropout Prevention; *Education Work Relationship; Educational Planning; *Educational Resources; Employment Potential; *Integrated Curriculum; Job Skills; Learning Activities; Lesson Plans; Secondary Education; Special Needs Students; Staff Development; Standards; Task Analysis; Vocational Education; Workplace Literacy
IDENTIFIERS- Education for Employment Programs; Virginia

This resource list identifies 151 instructional products and guides to help teachers plan Education for Employment programs and facilitate student learning. The resources listed are drawn from publishers and various state and professional curriculum centers. Each listing includes a brief description of the resource, publisher, item order number, and price. A comprehensive list of the sources is included, as well as a national listing of clearinghouses and organizations that serve psychologists in further education. The bibliography lists 12 references. (MN)

ED 406 550 CE 073 804

Bennett, Jim; Davidson, Ian
Assuring Coherence in Individual Learning Programmes. FEDA Paper.
PUB DATE- 97
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Check Lists; *Coherence; Educational Change; *Educational Quality; Foreign Countries; *Individualized Education Programs; *Integrated Curriculum; Open Universities; Postsecondary Education; Questionnaires; School Surveys; *Student Attitudes; *Student Evaluation; Student Surveys; Technical Institutes; Vocational Education
IDENTIFIERS- General National Vocational Qualif (England); National Vocational Qualifications (England); Quality Assurance; *United Kingdom

The structures/systems required to ensure the quality of individual learning programs in further education (FE) in Britain and the coherence of learner achievement were examined through a study in which data were obtained from a survey of students in individual learning programs at two FE colleges and a literature review. At both colleges, personal tutors played the key role in ensuring ongoing guidance/support and access to central college services for all students. Neither college allocated personal tutors to part-time students, however. The subject tutors who acted as personal tutors for part-time students did not necessarily know about possible progression routes or central services within their college. Existing systems for part-time students did not systematically collect information about student purpose, and there was no central system for ensuring coherence for students studying units from different courses or across qualification routes. Most students considered the help they received in choosing their courses adequate; however, only 55% considered the various parts of their program to be linked together properly. (Concluding this document are checklists for evaluating coherence of student purpose, program design, and the learning experience and assessment. Appended are the student questionnaire and a summary of questionnaire responses.) (MN)

ED 406 551 CE 073 805

Hughes, Maria; Kingsford, Margaret
A Real Job - with Prospects: Supported Employment Opportunities for Adults with Learning Difficulties and Disabilities. FEDA Paper.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Adult Programs; Case Studies; Check Lists; *Education Work Relationship; Educational Needs; *Educational Practices; Employment Opportunities; Financial Support; Foreign Countries; Job Training; *Learning Disabilities; Models; National Surveys; Partnerships in Education; Success; *Supported Employment;

managers to discuss progress in job behavior. Findings indicated a modest but significant progress in trainees' behavior following OJT. With regard to trainee characteristics, age, behavior, and perception of the training before the OJT predicted trainee progress. Two organizational factors that were predictors for progress were managerial support and workload during training. The length of OJT was a strong predictor for progress. A number of trainees in the treatment group did not participate in the additional activities. (Appendixes include 29 references and 2 tables.) (YLB)

ED 406 569   CE 073 842

Bastiaens, Theo J.; And Others
Electronic Performance Support for Telephone Operators.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Computers; Educational Research; Foreign Countries; *Information Sources; *Online Systems; Pretests Posttests; Program Effectiveness; Program Evaluation; *Telephone Communications Systems; Vocational Education
IDENTIFIERS- *Netherlands; *Performance Support Systems

A research project evaluated the effectiveness of an Electronic Performance Support System (EPSS). The population consisted of 100 telephone operators in the sales and service department of a Dutch bank. The research ascertained that the EPSS was the support available to operators through a large screen monitor at his or her disposal: a tool environment (to process the data) and an information environment (quick access to up-to-date information). A pretest was preceded by eight semistructured interviews from which researchers learned more about the work conditions in the section, working with the tool, and use of the information part in the support system. During observations, observers sat next to working telephone operators. The variables used in this measurement were conversation time and information sources used. A questionnaire asked 24 operators about their motivation, work, and tool and information use. Pretest results suggested that experienced operators used the information component more frequently than novices and that operators were satisfied with the tool, although administrative improvements were suggested. The real improvement would be made in the information component. Posttest results indicated that operators felt a deficiency of standardization in the work. They were very satisfied with the new information component, which was used more frequently than the old. It did not reduce the search for and use of other information sources. (Contains 10 references.) (YLB)

ED 406 570   CE 073 844

Heidemann, Winfried, Ed.; And Others
Continuous Vocational Training in Europe. Documentation on the Social Dialogue.
SPONS. AGENCY- European Community, Brussels (Belgium).
PUB DATE- 96
NOTE- 188p.; Commissioned by the FORCE Programme of the European Union and conducted in cooperation with Technische Hochschule Darmstadt and Sozialforschungsstelle Dortmund.

Goodman, astrophysicist; Carolyn Stern Grant, computer specialist; Kate Kirby, astrophysicist; Tania Ruiz, astronomer; and Ursula Marvin, geologist. An appendix contains information on magazines, books, videos, organizations and internship and related programs. Also contains a glossary. (LSR)

ED 406 588   CG 026 496

Manning, Trisha; Nicoloff, Jennifer
Comparison of Attitudes toward Gay Men and Lesbians among Students at Bowling Green State University.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis Of Variance; *College Environment; Graduate Students; Higher Education; *Homophobia; *Homosexuality; Lesbianism; Social Bias; *Student Attitudes; Undergraduate Students
IDENTIFIERS- *Bowling Green State University OH

This study examined the attitudes toward gay men and lesbians among male and female undergraduate students and graduate students at Bowling Green State University (Ohio). The subject pool included 99 students between the ages of 18 and 48. The sample included 47 males, 52 females, 60 undergraduate students, and 39 graduate students. A questionnaire measuring attitudes toward gay men and lesbians was administered to the subjects. Two-way analysis of variance was used to determine significant relationships between the independent variables, gender, level of education, and the combination of the two factors, and the dependent variable, the homophobic scale. Although a significant relationship between the level of education and the combination of gender and the level of education failed to be found, gender did seem to affect the final score on the homophobic scale. Specifically, males tend to hold more negative attitudes toward gay men and lesbians than females. Though the results suggest that gender plays a role in attitudes toward homosexuals, the study did not find the reasons behind this result. The survey instrument is attached. Contains 15 references. (Author/LSR)

ED 406 589   CG 027 239

Beyer, Sylvia; Gross, Nicholas
Inaccurate Gender Stereotypes regarding GPAs and Representation of Female Students by Major.
PUB DATE- Jul 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Psychological Society (8th, San Francisco, CA, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis Of Variance; *College Students; *Females; *Grade Point Average; Higher Education; *Majors (Students); Sex Bias; Sex Differences; *Sex Stereotypes

The purpose of this paper is to empirically assess the accuracy of gender stereotypes, questioning whether stereotypes are highly inaccurate exaggerations of relatively minor real gender differences or accurate reflections of real gender differences. An assessment was made of the gender stereotypes of college students regarding the average grade point averages (GPAs) and

Making Psychologists Indispensable in Schools: Do We Really Have To?
PUB DATE- 96
NOTE- 9p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p97-104; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *Federal Legislation; *Professional Development; Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists; School Restructuring

Powerful economic, social, and political forces are reshaping schools as well as the perceptions of legislators, government officials, school boards, administrators, teachers, businesses, and parents regarding the kinds of pupil services that are needed in schools. At the national level the trend toward shifting decision-making power away from the federal level to the state, and then to county and local decision making bodies frees local decision-makers of federal reporting and oversight requirements, but brings with it less federal revenue. To try to meet current and anticipated needs on what are often stagnant or decreasing budgets, school boards and administrators have begun to adopt cost-cutting, bottom-line oriented approaches to service delivery. The relative health of some psychological service units appears to be a function primarily of difficult to replicate community-specific factors, and long-standing legislative and legal factors. The protections afforded by state legislation no longer appear to be as ironclad as they once were. Four categories of activity that can help psychologists position themselves for survival in this changing practice landscape are: (1) seek continual improvement in the science and practice of psychology; (2) expand competencies to meet school needs of today and tomorrow; (3) engage in legislative, legal, and regulatory advocacy; and (4) engage in educational advocacy to establish connections with local community decision-making bodies. (JBJ)

ED 406 608 CG 027 481

Tharinger, Deborah J.
Psychologists in the Schools: Routes to Becoming Indispensable.
PUB DATE- 96
NOTE- 7p.; In: Making Psychologists in Schools Indispensable: Critical Questions and Emerging Perspectives. Greensboro, NC. ERIC Counseling and Student Services Clearinghouse, 1996. p105-10; see CG 027 464.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Counseling Effectiveness; Early Intervention; Elementary Secondary Education; Health Promotion; *Outcomes Of Education; Professional Development; Program Effectiveness; *Pupil Personnel Services; Pupil Personnel Workers; School Counseling; *School Psychologists

In recent history psychologists have been indispensable in the schools due to federal and state legislative and regulatory mandates. These mandates have reserved a place for school psychologists, primarily in assessment and the provision of related services to identified children. As these federal and

DESCRIPTORS- *Adolescents; Females; *High Risk Students; Males; *Risk; Secondary Education; *Secondary School Students; Sex Differences; State Surveys; *Student Behavior; Tables (Data); Youth Problems
IDENTIFIERS- *Idaho; Risk Taking Behavior; *Youth Risk Behavior Survey

The results of one state's youth risk behavior survey are described here. The survey was administered to 2,726 students in grades 9 through 12 in 26 public schools. The school response rate was 65% and the student response rate was 87%. Results indicate that by the time youth enter the 9th grade, many have engaged in behaviors that put them at risk for significant health and social problems during both their youth and adulthood. These behaviors and their consequences can be prevented by teaching youth how to adopt and maintain healthy behaviors. Risks are grouped under such topics as Unintentional and Intentional Injuries; Tobacco, Alcohol and Other Drug Use; Sexual Behaviors; Dietary Behaviors; and Physical Activity. It was found that different types of risky behaviors correlate strongly: youth who engage in one type of risky behavior are more likely to engage in others. It is believed that such risks can be prevented by teaching young people how to adopt and maintain healthy behaviors. Schools can reinforce desired behaviors learned in the home and provide repeated opportunities for children to practice healthy behaviors in a broader social context. Statistical breakdowns for the 84 survey questions are provided. A Healthy Schools Checklist is appended. (RJM)

ED 406 627 CG 027 615

Smith, Doreen L.
Juvenile Justice in Indiana: Facing What Works and What Doesn't.
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.
PUB DATE- 96
NOTE- 49p.; Photographs may not reproduce clearly. For the 1995 report, see ED 385 789.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; *Child Welfare; Children; Delinquency; Elementary Secondary Education; Juvenile Gangs; *Juvenile Justice; *Prevention; Problem Children; Program Evaluation; Youth Problems; Youth Programs
IDENTIFIERS- *Indiana

Substantial disagreement exists among professionals in the judiciary and in the public at large as to what the goals of the justice system should be. Some programs and interventions aimed at preventing juvenile violence and delinquency, as well as efforts that rehabilitate young people already in the system, are identified here. The report provides a broad-based look at the literature available in the field and identifies those elements that have been found to produce success in returning youth to a productive path in an interdependent community. The programs are explored in four chapters: (1) Does Anything Work?; (2) Causes and Origins; (3) Things that Don't Work; and (4) Efforts that Work. A final chapter, entitled "And Miles to Go Before We Sleep," outlines some of the changes that need to be made. Each chapter raises important questions that must be addressed if a system that supports the healthy development of youth, especially those fragile, vulnerable, or damaged youth, is to be created. It is hoped that this information will serve as a reference for youth workers and policy makers alike in choosing where to invest public

A longitudinal study examined the relationship between the emergent literacy knowledge of preschool entrants and their subsequent reading performance, 5 years later. Subjects were selected randomly for the preliminary class lists of 6 separate preschools located in a mid-size midwestern city. Within the first 4 weeks of preschool, 8 informal measures were individually administered to 64 subjects. A questionnaire was individually administered to all parents to assess the frequency and type of literacy practices they used with their children. Five years later, 57 subjects were located and their scores on the Iowa Tests of Basic Skills were acquired. Results indicated that (1) virtually all 4-year-olds who entered preschool with advanced knowledge about print or rich literacy experiences became good readers 5 years later, while many of their counterparts who came with restricted knowledge or experiences ended up struggling; (2) about three-fourths of the preschool enrollees with scores in the lowest quartiles showed unsatisfactory performance in reading by third grade; (3) all preschoolers could identify a majority of the environmental print pictures, logos, and literacy artifacts; (4) the most advanced preschool enrollees demonstrated a broad familiarity with alphabetic symbols, while the least advanced preschoolers showed little awareness of letters; and (5) many parents, particularly lower-income, still held the notion that learning to read is something children learn in elementary school. (Contains 25 references, 1 table and 1 figure of data.) (RS)

ED 406 648 CS 012 787

Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten through Grade Three. Reading Program Advisory.
PUB DATE- 96
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; *Classroom Techniques; Early Childhood Education; Early Intervention; Family School Relationship; Phonics; Professional Development; Program Development; *Reading Improvement; *Reading Instruction; Reading Programs; Skill Development
IDENTIFIERS- *California

Offered as a policy statement rather than as a how-to manual, this program advisory provides the policy direction and instructional guidance needed to support the improvement of reading achievement in California through the development and implementation of a balanced, comprehensive reading program in prekindergarten through grade 3. The first part of the booklet, "The Reading Program," focuses on the essential components of a complete program of beginning reading instruction, with specific guidance in systematic, explicit skills instruction and other essential components of a beginning reading program; classroom diagnosis; program assessment; and early intervention strategies, including family-school partnerships that support student learning and home learning. Grade-level expectations and examples of classroom activities are also included in the first part. The second part of the booklet, "Instructional Guidance and Support," addresses the planning necessary to support classroom implementation, including the development of local standards and ongoing professional development. Contains 23 references. An appendix presents a sample reading curriculum timeline, preschool through eighth grade. (RS) to determine the nature of the literacy and social activities that occurred. Results indicated that children in the experimental groups scored significantly better on tests of comprehension, story retelling and rewriting. Results also indicated differences between grades, with third graders doing significantly better than second graders, and second graders better than first. Observational data revealed literacy activities that occurred such as oral reading, silent reading, and writing. Social behaviors included peer tutoring, peer collaboration, and conflicts. Differences occurred between the grades in the amount of literacy activity and the ability to collaborate and cooperate, with the third graders involved in more literacy activities than the other two grades as well as more peer tutoring and collaboration. (Contains 30 references and 5 tables of data.) (Author/RS)

ED 406 668 CS 012 812

Ready--Set--Read (For Families): Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge.
PUB DATE- 97
NOTE- 106p.; For "Ready--Set--Read" for Caregivers, see CS 012 813.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Early Childhood Education; *Language Acquisition; Learning Activities; *Parent Child Relationship; Reading Instruction; Reading Processes; *Skill Development; Writing Instruction; Writing Processes; *Young Children

This Ready--Set--Read Kit includes an activity guide for families, a 1997-98 early childhood activity calendar, and an early childhood growth wallchart. The activity guide part of the kit presents activities and ideas that families (adults who have nurturing relationships with a child--a mother, father, grandparent, other relative, or close friend) can use to help young children learn about language. The activity guide part of the kit divides activities into 4 age groups: young babies (birth to 8 months); crawlers and walkers (8 to 18 months); toddlers (18 to 36 months) and preschoolers (3 to 5 years). The activity guide concludes with a list of reading and writing play materials, the 40-item American Library Association's Suggested Book List for Young Readers, and 13 additional resources. The calendar part of the kit is filled with helpful tips and special activities that promote reading and language skills for young children. The growth chart part of the kit measures children's height and language development, and gives age-appropriate activities to promote language development for young children. (RS)

ED 406 669 CS 012 813

Ready--Set--Read (For Caregivers): Early Childhood Language Activities for Children from Birth through Age Five. America Reads Challenge.
PUB DATE- 97
NOTE- 111p.; For "Ready--Set--Read" for Families, see CS 012 812.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

participant. Findings through social validity evaluations suggest that stories written after instruction were higher in overall writing quality than stories written during baseline. (Contains 18 references; evaluation charts are appended.) (Author/CR)

ED 406 688 CS 215 820

Lankshear, Colin
Language and the New Capitalism.
PUB DATE- Mar 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *Capitalism; *Education Work Relationship; Educational Change; Educational Philosophy; Foreign Countries; Futures (of Society); *Language Role; *Literacy
IDENTIFIERS- Australia; Discourse Aims; *Educational Issues; National Priorities; World Views

The "new capitalism" is unfolding in the context of a "powerful, intrusive, highly regulatory techno-rationalist business world view," which, as manifested in education reform as well as in wider changes at the level of the state, has impacted powerfully on language processes and practices. This world view, embraced by many governments, is now inscribed on how literacy is conceived and taught within publicly funded and maintained educational institutions. Current educational reform discourse is reflected at the level of language learning in "lingering basics," the "new basics," "elite literacies," and "foreign language literacy." All these terms are grounded in ways of responding to the global economy. A clear functional symmetry exists between these broad literacy types and trends within the "new work order." The nearer that literacy approaches the world beyond school, the more functional and instrumental critique becomes, with emphasis on finding new and better ways of meeting institutional targets but where these targets are themselves beyond question. Self-direction and empowerment often amount to little more than the right of workers to discharge accountability for finding the most efficient and effective ways of meeting goals and performance levels, laid down by the real decision-makers. Educators committed to understanding language and social processes need to participate actively in public debate about classroom-based language/literacy education and the world beyond the classroom. (Contains 18 references.) (NKA)

ED 406 689 CS 215 821

Reed, Helen R.
American Teachers Working with Japanese Teachers of English in Japanese Schools. "An American View of Educational Contradictions."
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

period or of the modern era--much more remains to be done. The great wealth of texts, both of theory and of practice, have so far received almost no attention from rhetoricians. Early Chinese philosophy is an extremely rhetorical phenomenon, therefore an understanding of rhetoric is crucial for understanding Chinese political and intellectual life. (A bibliography of 20 recent works on Chinese rhetoric is attached.) (CR)

ED 406 707 CS 509 489

Evans, Adeline L.
Honors Speech at Florida A&M University.
PUB DATE- Nov 96
NOTE- 52p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Course Content; Course Descriptions; Higher Education; *Honors Curriculum; *Introductory Courses; *Public Speaking; Student Development
IDENTIFIERS- *Florida A and M University

The Honors Speech course at Florida A&M University, which is a special section of the Public Speaking course, is designed to develop appreciation of and skills in the preparation, delivery, and criticism of speeches. The honors course is different from the regular course in (1) the smaller enrollment in the course; (2) the topics of the speeches presented; and (3) the expanded content and faster pace of the course. (An extensive appendix presents a course syllabus; a list of special assignments; a sample speech outline; an outline format; a speech evaluation form; advice on speechmaking; instructions for a project report; a pronunciation list; a description of small group techniques; the introductory unit for the course; advice on writing speeches to inform, persuade, or entertain; a discussion of stagefright; hints for giving speeches; and an outline for a vita.) (RS)

ED 406 708 CS 509 490

Sheeler, Kristina K. Horn
Mentors in the Classroom, Not Just Someone Who Can Show You to Your Office: A Brief Summary of the Literature.
PUB DATE- Nov 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (82nd, San Diego, CA, November 23-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers; Educational Cooperation; High Schools; Higher Education; *Interpersonal Relationship; *Leadership; *Mentors; Staff Development; Teacher Motivation; Teacher Response
IDENTIFIERS- New Teachers

Teachers should look to mentors for leadership as they move into the 21st century. Mentors serve a valuable purpose in a discipline which is constantly on the move--not only do they every level of the educational process. This book suggests that the problem with American education is that it has inherited three major educational ideas, each of which is incompatible with the other two. It separates out a set of general and distinctive kinds of understanding and characterizes each of them in detail--Somatic, Mythic, Romantic, Philosophic, and Ironic. Education can best be conceived as the individual's acquiring each of these understandings as fully as possible in the sequence in which each developed historically. The book also attempts to show that each kind of understanding results from the development of particular intelligence tools that individuals acquire from society. Chapters 2 through 5 describe both the minting in Western cultural history of the five kinds of understanding and the forms they commonly take among students today. The chapters show that education can best be conceived as the process of developing each of these kinds of understanding as fully as possible. Chapter 6 reflects on the theory and clarifies its unfamiliar features. Chapters 7 and 8 explore the theory's implications for the curriculum and the classroom. The book is organized in two parts--the first part deals primarily with modern people's recapitulation of the kinds of understanding developed in their cultural history. The second part looks at implications of the theory for the curriculum and for teaching practice. An index is included. (Contains 305 references.) (LMI)

ED 406 729   EA 028 291

Integrated Workplace Learning Project. Teacher Reference Guide/Student Planning Guide. Connections: Linking Work and Learning Series.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 97
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; *Career Planning; Cooperative Learning; Cooperative Planning; *Education Work Relationship; *Educational Planning; *Experiential Learning; *Internship Programs; Secondary Education; Student Projects

An integrated workplace-learning project is a self-directed, intellectually rigorous, field-based learning experience in which students apply academic skills in solving real-world problems in the community. This guidebook was designed to help teachers and other school staff collaborate with students and employers to plan integrated workplace-learning projects. It discusses the purpose of integrated workplace-learning projects and provides tools for designing and implementing them. The guidebook is divided into five sections. The introduction defines the meaning, purpose, and importance of integrated workplace-learning projects. The second section describes a step-by-step process for designing such projects. The steps outlined in this section correspond to the student planning guide, a tool that helps students collaborate with teachers and employers to create projects that are academically rigorous and relevant to the world of work. The third section contains two completed sample student planning guides, each of which outlines a project in a different career area. The career areas highlighted are fast-food restaurant manager and electrician. The last section contains a student planning guide, a tool that should mutually determine the level, degree, or extent of the presence of the conditions that will be acceptable to all involved and then should continuously monitor the degree of presence of the conditions. Implications for external facilitators, partnerships, pilot program and practices, and leadership are highlighted. A copy of the questionnaire is included. (Contains 92 references.) (LMI)

ED 406 749 EA 028 317

Ovando, Martha N.; Connelly, O. Lawrence
The Interorganizational Relationship between a Community-Based Program and a Public School.
PUB DATE- Oct 96
NOTE- 44p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (10th, Louisville, KY, October 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; *Organizational Climate; *Partnerships in Education; Program Implementation; *Public Schools; School Community Programs; *School Community Relationship; School Organization

Recently, school-community relationships have gained popularity as a way to increase resources for schools. This paper presents results of a case study that examined the interorganizational relationship between a public school and a community-based program. Specifically, the study explored the elements involved in the implementation and operational phases of Believe in Me, a community-based program in a public school. The school, Rogers Elementary, is located in a large urban school district in central Texas. The program uses dance as a tool for leadership and character development. Data were derived from interviews with key stakeholders from both organizations, observation, and content analysis of documents. Key to a successful interorganizational relationship (IOR) is a focus on common goals and, more specifically, goals that address the needs of constituents. Other program strengths included the development and recognition of mutual goals and authority. The paper also describes the changes that must occur in stakeholder roles (principals, teachers, and parents) for program success. Steps in the process include the following: determine interest; conduct schoolwide orientations; specify roles and responsibilities; develop linking agents; and find the right people for the job. Three tables are included. (Contains 42 references.) (LMI)

ED 406 750 EA 028 318

Court, Marian R.
Challenging Managerialism: Women Establishing a Co-Principalship in a Primary School.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Administrator Role;

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- American Indians; American Sign Language; Concept Formation; Curriculum Development; *Deafness; Dialog Journals; Distance Education; Elementary Secondary Education; Experiential Learning; *Hearing Impairments; Higher Education; Individualized Education Programs; Internet; Knowledge Base for Teaching; Literacy; Mathematics Education; Multicultural Education; Parent Education; Reading Instruction; Special Education; Speech Language Pathology; Standards; Teacher Competencies; *Teacher Education; Test Wiseness; *Theory Practice Relationship; Therapists
IDENTIFIERS- Council for Exceptional Children; *Council on Education of the Deaf

This collection of 19 papers focuses on implications of the professional standards recently developed jointly by the Council for Exceptional Children and Council on Education of the Deaf (CEC/CED). The following papers are included: (1) "Introduction: Helping the Professorate Implement the Standards" (Judy Egelston-Dodd); (2) "CED Standards: Meeting Diverse Needs through Collaboration" (Kathee Christensen); (3) "Using Cases and Case Methods in Teacher Preparation in Deafness" (Mary Compton and Susan Shroyer); (4) "Distance Learning through Telelinking" (Karen L. Dilka and Deborah Haydon); (5) "Model of Formal Collaboration between Two State Universities: Meeting the Challenge of the CEC/CED Standards" (Susan Easterbrooks and Joan Laughton); (6) "A Framework for Exploring Students' Personal Cultures: A Tool for Use in IEP Development" (Ruth Fletcher and Doris Paez); (7) "Multicultural Education Applications for Teachers of the Deaf: Creating Culturally Responsive Curricula" (Barbara Gerner deGarcia); (8) "Teacher Trainees' Classroom Communication Preferences" (Tom Jones); (9) "Results of a National Survey of Reading Instruction" (Carol LaSasso); (10) "Test-Taking Abilities of Deaf Students: A Missing Component of the Curriculum" (Carol LaSasso); (11) "Parents as Partners: Preparing Deaf Children for Bi-Bi Programs" (Carol LaSasso and Melanie Metzger); (12) "Visual Activities Using the Internet: Enhancing Experiential Learning, Concept Development and Literacy" (Pamela Luft); (13) "Using Electronic Dialogue Journals To Model Whole Language Procedures" (Pamela Luft); (14) "Teacher Subject Matter Competencies in Mathematics: Where Do We Go From Here?" (Claudia Pagliaro); (15) "Parental Improvement: Deaf versus Hearing Children" (Gerald Powers); (16) "Speech/Language Pathologist or Teacher of Deaf/Hard of Hearing: Who Is More Qualified To Serve?" (Gerald Powers and Christopher L. Schwilk); (17) "Can I Read between the Lines: An Outsider's Reflection on the CEC/CED Standards" (Rosemary Saur); (18) "The Relationship between ASL Skill and English Literacy" (Michael Strong and Philip Prinz); and (19) "Multicultural Needs of Students Who are Deaf: The Bilingual Experiences of a Deaf Native American" (James Woodenlegs). Individual papers contain references. (DB)

ED 406 769 EC 305 462

Christensen, Kathee M.
CED Standards: Meeting Diverse Needs through Collaboration.
PUB DATE- Mar 97
NOTE- 20p.; In: Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators - Deaf and Hard of Hearing (23rd, Santa Fe, NM, March 7-10, 1997); see EC 305 461.

(Illinois); research on homework and LD students; a multisensory approach to teaching mathematics; and a program to improve writing of LD students. (DB)

ED 406 787 EC 305 488

Bellinger, Diane; And Others
Fragile X Syndrome in Males: Diagnostic, Behavioral, and Educational Implications.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Autism; Behavior Patterns; Clinical Diagnosis; DNA; Drug Therapy; Educational Needs; Failure to Thrive; *Genetics; Heredity; *Intervention; Language Acquisition; Language Impairments; Learning Disabilities; Males; Medical Services; *Mental Retardation; *Multiple Disabilities; Sensory Integration; Special Health Problems; *Symptoms (Individual Disorders)
IDENTIFIERS- *Fragile X Syndrome

This paper reviews the research on fragile X syndrome, the second most common cause of mental retardation related to chromosomal anomaly. It notes that far more males than females are affected by the fragile X syndrome, which typically results in craniofacial changes, delays in growth and development, speech/language difficulties, and cognitive deficits including mental retardation or learning disabilities. Topics reviewed include: diagnostic methods (direct DNA analysis is now preferred to cytogenetic analysis or DNA linkage studies); inheritance patterns (which explain the predominance of males); physical and cognitive characteristics; medical conditions associated with the condition (seizure disorders, motor coordination deficits); behavioral characteristics (hyperactivity, gaze avoidance); and speech/language characteristics (perseveration, cluttering, and echolalia). Other topics discussed are a possible relationship between autism and fragile X syndrome, whether language problems characteristic of the syndrome are due to qualitative or quantitative differences in language development, and the common presence of hypersensitivity. Interventions reviewed are organized into medical (especially drug therapy), and educational, which include classroom modifications, training in self-management skills, curricular modifications, and sensory integration therapy. (Contains 35 references.) (DB)

ED 406 788 EC 305 489

Report of the Consortium of Organizations on the Preparation and Use of Speech-Language Paraprofessionals in Early Intervention and Education Settings.
PUB DATE- Jan 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Career Development; *Communication Disorders; Consortia; Delivery Systems; Early Intervention; Elementary Secondary Education; *Language Impairments; *Paraprofessional School Personnel; *Speech Impairments; *Speech Language Pathology; *Speech Therapy; Staff Development; Supervision; Therapists; Training Methods

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; High Schools; *Homework; *Learning Disabilities; Minority Groups; Parent Attitudes; *Student Attitudes; *Student Centered Curriculum; Student Responsibility; Teacher Role
IDENTIFIERS- African Americans

This study compared the attitudes of minority students with learning disabilities and their parents to both student-centered homework and teacher-directed homework assignments. An adapted alternating treatments design was used to compare the return rates between traditional teacher-directed homework and student-centered assignments with 40 students identified with learning disabilities. The students attended a high school in Los Angeles (California) with an enrollment of 87 percent African American and 10 percent Hispanic students. The study found that student-centered homework return rates were an average of 7 percent higher than teacher-directed homework return rates. Students with low (less than 25 percent) baseline teacher-directed homework return rates increased their return rates by an average of 13 percent under the student-centered condition. Also, 86 percent of students reported they preferred the non-traditional student-centered assignments. Qualitative analysis from parent interviews indicated that parents had mixed feelings on homework type preference. (Contains 10 references.) (DB)

ED 406 805 EC 305 511

Holland, Francine; And Others
Eliminating Boundaries through Family Centered Developmentally Appropriate Practices for Preschool and Primary Children with Disabilities. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 31 Mar 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Cooperative Planning; *Disabilities; Educational Practices; *Family Involvement; *Family School Relationship; Inclusive Schools; Learning Modules; Mainstreaming; Preschool Education; Primary Education; *Team Training; Teamwork
IDENTIFIERS- Developmentally Appropriate Programs; *High Scope Model; Texas

This final report describes activities and achievements of a Texas project to facilitate inclusive programming for preschool and primary children with disabilities using the High/Scope approach, which provides for developmentally appropriate programming for young children with and without disabilities. The project focused on capacity building through training of district teams, provision of on-site technical assistance, and development and dissemination of training modules based on the High/Scope approach. As a result of the project, 25 collaborative teams were trained in developmentally appropriate programming using the High/Scope model in inclusive settings for preschool and primary programs. Each team of six to eight members included special and regular education teachers, administrators, parents, and support staff. In addition, a total of 1,063 educators were trained in the approach; training modules were developed and disseminated to teams in 10 areas;

na-ka-ta.
PUB DATE- Aug 96
NOTE- 49p.; Journal published by the Cheju Linguistic Society.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Chinese; Contrastive Linguistics; Definitions; Foreign Countries; Japanese; *Korean; *Language Patterns; Language Research; Linguistic Theory; *Semantics; *Sociocultural Patterns; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- South Korea

Analysis of the Korean verb "na-ka-ta" ("to get out, exit") focuses on why an expression such as "kyengkicang-ey na-ka-ta" ("someone goes out/in to the sports arena") is acceptable only in the context that the person's entering the arena is for the purpose of a contest, while it becomes semantically anomalous if intended to express the situation in which a custodian goes into the arena for routine maintenance purposes. Dictionary meanings of the compound "na-ka-ta" are examined in comparison with "tul-e-ka-ta," and a general schema of the verb "na-ka-ta" is offered to delineate two social domains, public and private space. The notion of public space is then elaborated upon. Correspondence of the Japanese verb "de-ru" to Korean "na-ka-ta" is illustrated, and the Chinese ideogram "chu" (first tone) contained in Sino-Japanese and Sino-Korean lexical items is examined. It is concluded that what we generally understand as a set of selection restrictions associated with a specific lexical item such as "na-ka-ta" may not be lexical restrictions, but instead reflect unique ways in which native speakers of a language perceive certain states of affairs. Contains 13 references. (MSE)

ED 406 824 FL 024 456

Warschauer, Mark, Ed.
Virtual Connections: Online Activities & Projects for Networking Language Learners.
PUB DATE- 95
NOTE- 415p.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Class Activities; Classroom Techniques; Computer Networks; *Discussion Groups; Electronic Mail; *Information Networks; *Intercultural Communication; *Internet; Program Descriptions; Second Language Instruction; Second Language Learning; *Second Languages; Telecommunications; *World Wide Web

This guide lists electronic discussion lists, bulletin boards, and conferences related to second language teaching and learning that may be of use in the second language classroom. It also offers suggestions for the use of these resources in teaching. The guide has three main sections. The first, devoted to electronic communication in a single class, discusses teacher-student dialogue through online journals and virtual office hours, use of electronic mail for increasing teacher-student interaction, electronic classroom bulletin boards, use of online communication for writing improvement, topics and activities for communication practice, and use of local area networks. The second section, on cross-cultural communication, looks at ways of providing support for students being

LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Classroom Techniques; Computer Assisted Instruction; *Computer Software Development; Cultural Context; *English (Second Language); Foreign Countries; Instructional Effectiveness; *Instructional Materials; Listening Comprehension; *Material Development; Reading Comprehension; Reading Instruction; Second Language Instruction; Teaching Methods; *Vocabulary Development
IDENTIFIERS- *Japan

The study reported here had three major objectives: (1) assessment of average vocabulary and comprehension levels of Japanese college students studying English as a second language (ESL) and comparison of the effectiveness of several formats for teaching vocabulary, reading comprehension, and listening comprehension; (2) comparison of three media (traditional silent-reading, audiolingual methods in a language laboratory, and author-designed computer software in a computer laboratory) for teaching vocabulary and reading comprehension; and (3) gaining insights into second language teaching in general and ESL instruction in Japan in particular. Instructional materials were derived from one vocabulary workbook series. Subjects were first- through third-year students at six institutions in Japan. Results indicate that the intensive vocabulary training methods developed for the study were successful in teaching vocabulary usage and retention, with reading and listening comprehension improving as more vocabulary was mastered. Implications for classroom teaching and for future research are outlined. Extensive materials are appended. Contains 293 references. (MSE)

ED 406 845 FL 024 509

Investigating Alternative Assessment in Two-Way Bilingual Immersion Programs. Final Report.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 30 Apr 97
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; Elementary Education; *English (Second Language); Evaluation Methods; *Immersion Programs; Instructional Effectiveness; Instructional Improvement; Junior High Schools; Language Research; *Language Tests; Limited English Speaking; Middle Schools; Oral Language; *Spanish; Student Evaluation; Written Language
IDENTIFIERS- *Alternative Assessment; Arlington Public Schools VA; *Two Way Bilingual Education

A study investigated alternative methods of assessing student language skills in Arlington County (Virginia) public schools' Spanish/English two-way bilingual partial immersion program, with the objective of improving information for developing more effective teaching. A team of teachers from each participating school worked with researchers to develop, pilot, field-test, and evaluate alternative assessment methods, including oral and written language rubrics in both Spanish and English. In addition, the research team, which included elementary and middle school teachers, a special education teacher, district administrators, and researchers, explored ways in which using alternative assessment methods might inform or otherwise influence instructional practices. The report describes the

Hispana. Guia del Proveeidor de Servicios.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 96
NOTE- 82p.; Six accompanying audiocassette tapes not available from ERIC.
LANGUAGE- Spanish; English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiotape Cassettes; Blood Circulation; Classroom Techniques; Daily Living Skills; Diabetes; Drama; *Educational Radio; *Farm Occupations; Focus Groups; *Health Promotion; Heart Disorders; Marketing; *Nutrition Instruction; Pregnancy; Program Effectiveness; Program Evaluation; Programming (Broadcast); Questionnaires; Scripts; *Spanish; Spanish Speaking; Surveys
IDENTIFIERS- Shopping

The set of materials was designed to provide nutrition instruction to Spanish-speaking farm workers using radio broadcasts. It includes audiocassette tapes of four novellas (mini-dramas) on nutrition-related topics (diabetes, heart disease and high blood pressure, pregnancy, smart shopping), talk shows on the same topics, a public service announcement on diabetes, and a guide for service providers using the tapes for nutrition instruction. The provider's guide, presented in both English and Spanish, consists of a discussion of the goals and uses of the radio programs, procedures for planning and implementing a radio nutrition broadcast series, and notes on marketing the broadcasts to the community. Appended materials include the four novella scripts and four program evaluation instruments: a pre- and post-broadcast survey, focus group discussion guide, focus group background information sheet, and sample focus group questions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 406 864 FL 801 150

Black, Stephen R.; Thorp, Kay
Literacy Practices and Linguistic Choices: A Sociocultural Study of a Multilingual Adult Literacy Student Group.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Adult Students; Children; Code Switching (Language); *Cultural Pluralism; *English (Second Language); Family Influence; Family Relationship; Foreign Countries; *Language Attitudes; Language Maintenance; *Language Role; Language Usage; *Literacy Education; Multilingualism; Social Support Groups; Sociolinguistics; Student Characteristics

The report describes a study of a multilingual group of six adult literacy students, five women and one man, enrolled in an English literacy class at an Australian college. Subjects' countries of origin include Afghanistan, Indonesia/China, Lebanon, Iran, and China. The study examined factors affecting subjects' daily literacy practices and language choices. Students' statements are presented and summarized on these

(Sally Brown). Some essays contain references. (MDM)

ED 406 881 HE 030 039

Meyerson, Joel W., Ed.; Massy, William F., Ed.
Measuring Institutional Performance in Higher Education.
PUB DATE- 94
NOTE- 133p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Accountability; Accounting; *College Administration; Educational Finance; Educational Quality; Evaluation Methods; *Higher Education; *Institutional Evaluation; *Performance Factors; Self Evaluation (Groups); *Total Quality Management
IDENTIFIERS- *Benchmarking; Radcliffe College MA

This collection of seven essays from the Stanford Forum for Higher Education Futures focuses on how downsizing, quality management, and reengineering have are affecting higher education. An introductory paper, "Introduction: Change in Higher Education: Its Effect on Institutional Performance," (Joel W. Meyerson and Sandra L. Johnson) notes that measuring institutional performance involves new approaches to assessment, accountability, cost-effectiveness, and institutional adaptability. "Measuring Performance in Higher Education" (Robert H. Scott), stresses the need for measurement to be an integral part of the goal-setting process of any institution. "Measuring Performance: How Colleges and Universities Can Set Meaningful Goals and Be Accountable" (William F. Massy) offers ideas for evaluating quality and analyzing quantitative benchmark data to enhance accountability. Next, "The Self-Transformation of Corporations: A Lesson from Industry?" (Francis J. Gouillart) looks at three objectives of business transformation: reframing of corporate issues, company restructuring, and organizational revitalization. The following paper "New Dangers in Old Traditions: The Reporting of Economic Performance in Colleges and Universities" (Gordon C. Winston) suggests that colleges and universities add global accounting to traditional fund accounting for increased clarity and completeness. "Benchmarking--How Good Is Good?" (Sean C. Rush) offers principles and guidelines for using benchmarking in higher education. The last paper, "New College Leaders: Strategic Shortcuts for Short-Term Success," (Nancy J. Dunn and Linda S. Wilson) describes strategic actions and short-term changes made at Radcliffe College (Massachusetts). Most essays contain references. (MDM)

ED 406 882 HE 030 040

Donald, Janet G.
Improving the Environment for Learning: Academic Leaders Talk about What Works.
PUB DATE- 97
NOTE- 269p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; *College Faculty; *College Instruction; Educational Attitudes; *Educational Environment; *Educational Improvement; Educational Quality; Higher Education; Institutional Evaluation; Instructional Effectiveness; Intellectual Disciplines; Interviews; Student

Students; Higher Education; Homeless People; Individual Development; Minority Groups; *Politics of Education; Program Effectiveness; *Womens Education
IDENTIFIERS- Australia; England; Performance Indicators

This paper explores the way that opportunity of access to higher education, particularly for women of color and those disadvantaged by homelessness, is placed at risk by market approaches to education. In England, Asian and Afro-Caribbean women, have been able to access higher education through funds made available under the Race Relations Act of 1976. In Australia, homeless women have accessed higher education through a government-sponsored program of "second chance" education offered in a Sydney (Australia) university. Women students and administrators at programs in both countries were interviewed regarding their perceptions of the success and impact of these programs. The students emphasized their gains in self-esteem and greater future opportunities. Faculty and administrators focused more on issues of costs and benefits. Results suggest that government and institutional policy will impact significantly and adversely on women in higher education programs. The use of performance indicators of efficiency and effectiveness such as course completion rates do not include equity measures and discount the success of these programs. Homogeneity and elitism, under the guise of excellence and choice, are emphasized above the values of diversity and difference. (Contains 33 references.) (JLS)

ED 406 901 HE 030 074

Subotnik, Rena F.; And Others
Procrastination Revisited: The Constructive Use of Delayed Response.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Attitude Measures; *Behavior Patterns; Creativity; Health; Higher Education; Individual Characteristics; Individual Development; Interpersonal Relationship; Performance; *Personality Traits; Productivity; Psychological Characteristics; Self Efficacy; Self Evaluation (Individuals); Sex Differences
IDENTIFIERS- *Procrastination

This study investigated patterns of procrastination in the domains of health, relationships, employment, and creative outlets in 19 former Westinghouse Science Talent Search winners, age 32 years. A model was synthesized from the available literature and an interview schedule of 14 open-ended items was developed to elicit self-assessments of procrastination behavior in the four domains. Analysis of interview responses regarding the work domain showed that 12 of the subjects did not procrastinate with work activities and nine of these were physicians. None of the seven work-related procrastinators had work-related life or death consequences associated with delay. In the social/family life domain, the clearest factor demarcating procrastinators was gender with none of the seven women subjects reporting that they procrastinated significantly in this domain. In the health domain, 13 of the 19 reported procrastination. In the creativity domain, nine of the subjects were employed in elements that were found through a survey of nine HBCUs, including Tennessee State University, Fayetteville State University (North Carolina), Florida A & M University, Spelman College (Georgia), South Carolina State University, the University of the District of Columbia, Delaware State University, Hampton University (Virginia), and Texas Southern University. The guide offers a model for developing continuing education programs that contribute to community economic development, and addresses the implications of the model for each of the stakeholder groups that is likely to be involved with the implementation. Two appendixes provide National Center for Education Statistics data on HBCUs and institutional selection criteria for the study. (Contains 35 references.) (MDM)

ED 406 922 HE 030 096

Byer, John L.
Comparisons of Socioeconomic Background Characteristics of Greeks and Independents.
PUB DATE- 31 Mar 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Fraternities; Higher Education; Parent Background; Parent Influence; Social Influences; *Social Organizations; Social Status; Sociocultural Patterns; Socioeconomic Influences; *Socioeconomic Status; *Sororities; State Universities; Statistical Analysis; Student Participation; *Undergraduate Students

This study investigated possible differences in family background characteristics of 140 undergraduate students, half of whom were fraternity or sorority members, at a state university in the southeastern United States. Students were asked to complete checklists which asked if they were members of Greek-letter fraternities or sororities. Three other variables were tested: parents' income, father's educational level, and parental membership in elite social clubs. Analysis of the data indicated that students who were enrolled in Greek-letter organizations were more likely to have parents who were members of elite social organizations, parents with higher incomes, and fathers with higher levels of education. The study also found that Greek-letter students tended to have higher levels of social involvement on campus. Three tables summarize data on the three variables tested. (Contains 11 references.) (CH)

ED 406 923 HE 030 097

National Faculty Salary Survey by Discipline and Rank in Public Four-Year Colleges and Universities, 1996-97.
PUB DATE- Apr 97
NOTE- 46p.; For a related salary survey, see HE 030 098.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Collective Bargaining; College Faculty; Comparative Analysis; *Compensation (Remuneration); Data Analysis; Higher Education; Intellectual Disciplines; National Surveys; *Public Colleges; *Salaries; State Universities; Tables (Data); *Teacher Salaries; Trend Analysis; Wages

This report presents findings of the 16th annual survey of faculty salaries at 357 public four-year colleges and

A Planning Process for Creating Collaboration among Deans. Program Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 22p.; Describes forums held by Northwest Educational Consortium (Portland, OR, April 26-27, 1996; Burien, WA, August 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; College School Cooperation; Consortia; Cooperative Programs; *Educational Technology; Elementary Education; *Federal Programs; Higher Education; Information Dissemination; Internet; *Preservice Teacher Education; *Schools of Education; Teacher Education Curriculum; Teacher Education Programs; Technological Advancement; Technological Literacy; *Technology Education
IDENTIFIERS- Alaska; Idaho; Montana; Oregon; Washington; Wyoming

This document traces the activities and timelines that led to two Deans' Forums on integrating technology into preservice teacher education programs. These forums were organized by the Northwest Educational Technology Consortium, which is comprised of state education agencies in Alaska, Idaho, Montana, Oregon, Washington, and Wyoming, as well as related agencies such as the Northwest Regional Laboratory. The process moved from the creation of a planning council to the establishment of an Internet site to the convening of the two forums, the first of which was titled "Integrating Technology into Preservice Teacher Education," and the second, "The Federal Role and the Assessment of Educational Technology in Preservice Teacher Education." Building on these events, the document sets out several proposed research projects to identify teams of faculty experts, to increase collaboration between higher education and elementary schools on the issue of technology, and to examine the preservice teacher education curriculum. Appendixes include a chart of timelines, activities, and outcomes; a Forum invitation letter; a preregistration survey form, agendas for the two forums, keynote speaker information, and an evaluation form for the second forum. (CH)

ED 406 943 HE 030 119

Payson, Steven; Jankowski, John E., Jr.
National Patterns of R&D Resources: 1996. An SRS Special Report.
PUB DATE- 96
NOTE- 217p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Business; Comparative Analysis; *Economic Impact; Expenditures; Federal Government; *Federal Programs; Higher Education; National Surveys; *Research and Development; Research Projects; Researchers; Sciences; *Scientific Research; Scientists; Statistical Surveys; Trend Analysis
IDENTIFIERS- *National Science Foundation

This volume analyzes data from a National Science Foundation survey on the financial and human resources devoted to research and development (R&D) in the United States, and compares U.S. performance to that of other nations. After some general notes about National Science Foundation surveys and performer-reported bases, the text: (1) highlights research and

College Students; Consortia; *Degrees (Academic); *Distance Education; Financial Support; Geographic Location; Higher Education; *Institutional Characteristics; National Surveys; *Paying for College; Profiles; Program Descriptions; *Program Design; Student Characteristics

This guide provides profiles of distance learning programs in postsecondary education institutions throughout the United States, alphabetically by institution. The descriptions contain information on program access, media used (e.g., videocassette, correspondence, television, radio, teleconferencing), student services offered, application process, costs, program design, degrees or certificates offered, and a course topic list. An introductory section contains common questions and answers concerning distance education, notes on types of offerings and how to use them, suggestions for finding the appropriate program, and information on financing options (tuition, payment plans, financial aid). A list of consortia, their affiliated institutions, and provisions for distance learning students is also included. More detailed descriptions of some programs, provided by the colleges, are appended. Brief personal profiles of distance learning students are included throughout the guide. Indexes list institutions by degree and certificate program, individual courses, state, and participation in the Public Broadcasting Service's Going the Distance program. (MSE)

ED 406 962   HE 030 181

Freed, Jann E.; And Others
A Culture for Academic Excellence: Implementing the Quality Principles in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the full report, see HE 030 182.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Outcomes Assessment; Decision Making; *Educational Quality; Efficiency; *Higher Education; *Management Systems; *Organizational Change; Organizational Climate; Organizational Development; Program Effectiveness; Quality Control; Self Evaluation (Groups); Teamwork; *Total Quality Management
IDENTIFIERS- ERIC Digests

This digest, based on a larger report of the same title, summarizes principles for improving quality in higher education institutions. Emphasis is on the effect of the principles when they are used holistically to create a culture of academic excellence. The quality principles are based on the conceptual framework of total quality management (TQM) which have been demonstrated to improve the effectiveness and efficiency of organizations. The quality principles utilize scientific outcomes measurement, systematic management techniques, and collaboration to achieve the mission of the institution. They include the following characteristics of effective organizations: (1) vision, mission, and outcomes driven; (2) systems dependent; (3) systematic individual development; (4) decisions based on fact; (5) delegation of decision making; (6) collaboration; (7) planning for change; and (8) creative and supportive leadership. Because the principles are interrelated and interdependent they need to be implemented across an entire system. Application in institutions of higher education involves measurement of outcomes, greater interdependency of

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Access to Information; Adult Education; Cataloging; Library Catalogs; Library Collection Development; *Library Facilities; Library Instruction; Library Material Selection; *Library Services; Nonprint Media; Online Catalogs; *Orientation Materials; *Public Libraries; *Users (Information)
IDENTIFIERS- Dewey Decimal Classification

This videotape provides a general overview of the kinds of services and materials available at the public library. The videotape can be used as part of a general orientation program for volunteers, new users, or community groups. Topics covered include: the information desk and reference services; the Dewey Decimal System and how to locate books in the library; availability of materials on audio tape, video tape, and compact disc; online library catalogs; book selection, which is based on library reviews and patron requests; cataloging, processing, and shelving; the circulation desk; and the availability of community, business, job hunting, and health information, in addition to programs for both children and adults. (SWC)

ED 406 980 IR 056 355

Helal, Ahmed H., Ed.; Weiss, Joachim W., Ed.
Towards a Worldwide Library: A Ten Year Forecast. Proceedings of the International Essen Symposium (19th, Essen, Germany, September 23-26, 1996). Publications of Essen University Library, No. 21.
PUB DATE- 97
NOTE- 354p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Libraries; Access to Information; *Electronic Libraries; Foreign Countries; *Futures (of Society); Higher Education; Information Dissemination; *Information Technology; Internet; Librarians; Library Administration; *Library Development; *Library Role; Library Services; Organizational Change; Research Libraries; Strategic Planning; *Technological Advancement; Total Quality Management; World Wide Web
IDENTIFIERS- Information Age

The 25 papers presented at this symposium focus on the future of libraries and library services in an ever evolving Information Age. The papers deal with topics such as: economic and political issues in determining the future of the professionally managed library; adding value to library services; the need for librarians and library educators who are masters of both book forms and electronic information retrieval; the revival of the Ancient Library of Alexandria project; managing organizational change; strategic planning and management of change; the local academic library within the worldwide context; choice and voice in determination of research librarian roles; a new kind of strategic planning in which flexibility and adaptability to change are key elements; new services in academic libraries through institutional alignment and leadership; challenges of digital information for research libraries; how technology may help or hinder the development of the digital library; SwetsNet(R) as an electronic agent for libraries and publishers; evaluation in the digital library; multilingual access to libraries' students with special needs. Resources are listed in the following categories: accessibility and accommodation; administration of programs; assessment; career exploration; dropout prevention; living skills; occupational topics; preemployment preparation; staff development and training; surviving on the job; textbooks; and workplace academics. (KC)

ED 406 532 CE 073 758

A Guide to Business Course Competencies. The Business Program in Virginia.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Office of Vocational, Adult, and Employment Training Services.
PUB DATE- 96
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Behavioral Objectives; *Business Education; *Competence; Competency Based Education; *Course Content; Course Descriptions; Educational Resources; High Schools; Integrated Curriculum; *Office Occupations Education; State Curriculum Guides; Vocational Education
IDENTIFIERS- Virginia

This curriculum guide was developed as a model for schools in Virginia to prepare local programs of studies in business education. The Business Program contains 21 courses plus a 4-year sequence of courses for office specialist and a local option for students with disabilities. This guide contains an overview of the Business Program, information on approved business program completer options, and a sample high school program of studies. Curriculum frameworks are provided for the following: (1) foundation courses (career pathways, computer applications, computer solutions, keyboarding--middle and secondary, keyboarding applications, make it your business, and principles of business and marketing); (2) occupational courses (accounting, advanced accounting, business law, business management, computer information systems CIS , advanced CIS, desktop/multimedia presentations, finance, legal systems administration, medical systems administration, notetaking, office administration, and word processing); and (3) special programs (office specialist I-IV, and Business Individualized Program). The curriculum frameworks include course descriptions, competencies, duties, measurements of achievement, and related academic standards of learning. Competencies for an all-aspects-of-the industry component that includes planning, management, finance, technical and production skills, principles of technology, labor, community, health, safety, and environmental issues also is included. A bibliography lists 62 references. An index of courses also is included. (KC)

Systems Approach; *Vocational Adjustment; Vocational Education
IDENTIFIERS- *United Kingdom

Effective models for helping adults with disabilities and/or learning difficulties obtain and maintain employment were identified through a research project that included the following activities: collection of background information from 20 providers of support for employment in England and Wales; case studies of a geographically representative sample of 8 of the 20 organizations; and structured interviews with staff from the 8 organizations. The study confirmed that employment and meaningful "work" are key factors in the achievement of adult status by learners with disabilities and/or learning difficulties. It was concluded that although increasing numbers of people with learning difficulties/disabilities are participating in vocationally based education and training, their opportunities to achieve accreditation have not been matched by opportunities for progression into employment. The following were among the factors identified as key to successful supported employment systems: recognition of adult status; support for client and employer; use of "natural" workplace support; use of job and task analysis; regular review of support; individual approach to clients; high expectations; positive marketing of clients' skills; good job match; partnerships with parents and caregivers; and recognition of service by stakeholders. (Appended are a good practice checklist and list of publications/organizations/agencies providing additional information about supported employment in the United Kingdom.) (MN)

LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Comparative Analysis; Cooperative Planning; *Education Work Relationship; Educational Planning; Educational Policy; *Educational Trends; Foreign Countries; International Educational Exchange; *Labor Education; Policy Formation; Postsecondary Education; Secondary Education; Trend Analysis; *Unions; *Vocational Education
IDENTIFIERS- *Europe

This document, which is intended primarily for European trade union experts who are responsible for further training and education (FTE) and negotiations in the field of further education and training, examines the social dialogue and collective agreements on further training and education at the European, national, and sectoral levels. Presented in chapter 1 are summaries and a comparative analysis of five transnational studies of the following: agreement-based regulations on vocational FTE; new challenges for trade unions in negotiating FTE; and development of company-based FTE in the retail, food, and automobile repair/sales sectors. Chapter 2 discusses examples for company-, sector-, and system-level action in the following fields based on the social dialogue from various countries: FTE and the balance between modernization and social protection; possibilities/limits of FTE in the modernization process; company and individual interests in FTE; and problems with implementing agreements. Chapters 3 and 4 consist of reports on FTE and the social dialogue in the European Union's 12 long-standing member states (Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Luxembourg, the Netherlands, Portugal, the United Kingdom) and in its 3 new member states (Austria, Sweden, Finland). Concluding the document is a glossary. (MN)

percentage of female and male students in 12 different college majors. Participants' (154 female and 111 male students) perceptions were compared to actual GPAs and the actual percentage of female and male students in these majors. Thus, the extent to which participants' perceptions were stereotypic and inaccurate could be assessed. Participants underestimated the percentage of females in nine majors. In addition, participants overestimated the GPAs of male students more than the GPAs of female students. This was especially pronounced for male-dominated majors. The results of this study indicate that gender stereotypes are highly inaccurate and detrimental to the educational advancement of females. Findings are illustrated in appended tables and graphs. Contains 32 references. (LSR)

ED 406 590   CG 027 413

Worthington, John
Private Practice and Public Practice: How Different Are They?
PUB DATE- 30 Sep 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Codes Of Ethics; Confidentiality; *Counselors; Foreign Countries; Interprofessional Relationship; *Private Sector; Professional Associations; *Professional Autonomy; *Public Sector; Standards
IDENTIFIERS- Australia (Queensland)

In a discussion based on the Queensland Guidance and Counselling Association Code of Ethics, some of the issues which pose additional challenge for the private counseling practitioner are highlighted. Key points raised reflect a client-centered approach, substituting the public practice employer's organizational structure with the entity of the practice. It is suggested that professional supervision may need to come from a range of professionals to ensure a balance, and that professional and management issues need to be separated. When differences arise between the public and private practitioner's view of clients' needs, communicating positively with colleagues remains an ongoing challenge. The paper concludes with cautions for practitioners to consider before setting out in private practice. (Author/LSR) reflective state legislative mandates evolve and transform, and thus affect the security of the delivery of psychological services within the parameters of these mandates, school psychologists need to position themselves to be prepared for shifts in mandated services. In addition, school psychologists need to be instrumental in the movement to develop and implement alternative psychological service delivery systems. Psychologists need to educate decision makers about (1) the importance of providing for children's developing competence, and (2) the ability of psychologists to assist in promoting children's educational attainment, physical health, and mental health. Two overlapping routes for school psychologists and other psychologists to become indispensable in the schools are: (1) responding to mandated roles and functions; and (2) responding to innovative, non-mandated roles and functions. Being indispensable will be tied to demonstrable outcomes that have meaning in the local school district and are cost effective. (JBJ) resources on behalf of troubled children. (RJM)

ED 406 628   CG 027 619

Baker, Tamara L.
Appreciating Others: A Program on Diversity and Tolerance.
PUB DATE- Mar 96
NOTE- 5p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, March 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Campuses; College Environment; College Students; Conflict Resolution; *Diversity (Institutional); Dormitories; Higher Education; Individual Power; *Problem Solving; *Student Attitudes
IDENTIFIERS- *Diversity (Student)

This program was developed to help students address how they can create solutions to persistent problems in their residence halls and on campus. Too often diversity programs are inwardly-focused and far removed from practical action that could increase understanding and reduce conflict. This program seeks to combine self-reflection with active problem solving to enhance learning and move closer to the goal of campus unity. Specifically, the goals of this program are as follows: (1) allow a forum to talk about diversity in order to share enjoyment in and encourage pride of one's own unique characteristics, as well as to educate others about issues and concerns with which they may not be familiar; (2) place responsibility in the hands of the students for seeking, establishing, and encouraging campus unity; (3) shift focus from authorities teaching youth about diversity issues to providing a sharing among equals for participants' individual interest and personal growth. (Author/LSR)

ED 406 649   CS 012 788

Krause, Suzanne; Moore, Elizabeth J.

Effects of Cognitive Flexibility and Phonemic Awareness Training on Kindergarten and First-Grade Students' Phonemic Awareness, Cognitive Flexibility, Reading, and Spelling Ability.

PUB DATE- Mar 97

NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Grade 1; *Instructional Effectiveness; Kindergarten; Primary Education; *Reading Achievement; Reading Research; Spelling

IDENTIFIERS- Cognitive Research; *Phonemic Awareness

A study investigated the effect of phonemic awareness and cognitive flexibility training on the phonemic awareness, cognitive flexibility, reading, and spelling ability of kindergarten and first-grade students. Subjects were 280 students from 12 classrooms in 3 urban elementary schools. Four pre- and posttest measures were administered. Students in each classroom were randomly assigned to one of two treatment conditions: cognitive flexibility training followed by phonemic awareness training; or phonemic awareness training only. During the first 5 weeks of the 10-week intervention, students and teachers in the first group participated in fun, game-like problem solving tasks and activities that fostered divergent thinking. Students in the second group listened to stories read aloud by the teacher. During the second 5 weeks, all students received identical, whole-group phonemic awareness training. Results indicated significant correlations between cognitive flexibility and phonemic awareness, cognitive flexibility and growth in reading comprehension, and cognitive flexibility and spelling ability, especially among children with low cognitive flexibility scores. Findings suggest that increased cognitive flexibility (the ability to retrieve and use information from a variety of knowledge bases to construct situational meaning in a complex knowledge domain) may strengthen the effectiveness of phonemic awareness, reading, and spelling instruction for kindergarten and first-grade students with low cognitive flexibility. (Eight unnumbered charts of data are attached.) (RS)

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Caregiver Child Relationship; Caregiver Role; *Early Childhood Education; *Language Acquisition; Learning Activities; Reading Instruction; Reading Processes; *Skill Development; Writing Instruction; Writing Processes; *Young Children

This Ready--Set--Read Kit includes an activity guide for caregivers, a 1997-98 early childhood activity calendar, and an early childhood growth chart. The activity guide part of the kit presents activities and ideas that caregivers (family child care providers and the teachers, staff, and volunteers in child development programs) can use to help young children learn about language. The activity guide part of the kit divides activities into 4 age groups: young babies (birth to 8 months); crawlers and walkers (8 to 18 months); toddlers (18 to 36 months) and preschoolers (3 to 5 years). The activity guide concludes with a list of reading and writing play materials, the 40-item American Library Association's Suggested Book List for Young Readers, and 13 additional resources. The calendar part of the kit is filled with helpful tips and special activities that promote reading and language skills for young children. The growth chart part of the kit measures children's height and language development, and gives age-appropriate activities to promote language development for young children. (RS)

(141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Problems; *Culture Contact; *English (Second Language); Foreign Countries; Intercultural Communication; *Japanese Culture; *Language Attitudes; Language Fluency; *Second Language Instruction; Secondary Education; Teacher Role; *Teaching Conditions

IDENTIFIERS- *Japan; Japanese People

This paper describes the experiences of an English teacher from Washington State University who taught English in Japan for a year. The teacher concluded after her year in Japan that the country is and has been involved in a less-than-conscious national effort to "stonewall" the effective teaching of English as a second language in all its forms. The position is taken that essential change for English education in Japan comes down to two possibilities: either English education must seriously include verbal skills and cultural understanding, allowing the incorporation of English into the broader scope of life in Japan, or the requirement for English as a second language in public schools should be dropped and the incredible amount of public money spent instead on other national problems. It is noted that Japanese teachers rarely teach their English classes in English--teaching their students to read and to write English, but steadfastly avoiding teaching them to speak or understand spoken English. Even teachers who participated in intensive language training in America rarely taught their classes in English. In fact, students who have had schooling abroad and then renter Japanese schools are discouraged from using the English skills they have mastered. Over a period of time, the teacher realized that what she could best do to teach English in Japan was work with adults in and around the city and the public school system. Teaching English to adults in PTA groups and night classes for a city labor union group proved to be of value to all involved. (Contains 8 references.) (CR) provide leadership and guidance to new teachers, but the newer teachers also provide a new perspective from which the seasoned veterans can benefit. A large pool of prospective mentors should be assembled well in advance of when they will be needed, with responsibilities clearly outlined so that only those who are willing will participate. A mentor should also be a competent instructor and many of the same criteria may be used in the selection of mentors as are used in making promotion and tenure decisions, such as portfolios, evaluations, and interviews. The mentoring program should stress that the individuals develop a unique relationship and that the mentor provide assistance tailored to the needs and desires of the new instructor. Mentees have indicated five areas of desired assistance: (1) teaching style; (2) instructional strategy and teaching resource selection; (3) classroom management methods; (4) time management; and (5) on the high school level, working with parents. Mentoring relationships can improve the teaching of the new instructors, increase their desire to remain in education, ensure their continued professional development, and affect the positive development of the teaching profession. (Contains 20 references.) (CR)

walks students through the process of planning an integrated workplace-learning project. A master copy of the student planning guide and a second master copy suitable for photocopying are included. A glossary is also included. (LMI)

ED 406 730 EA 028 293

Cawelti, Gordon
Effects of High School Restructuring: Ten Schools at Work. ERS Concerns in Education Series.
PUB DATE- 97
NOTE- 66p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Educational Change; Educational Technology; *High Schools; Instructional Effectiveness; Parent Participation; Professional Development; *School Restructuring; School Schedules

What does comprehensive or systemic restructuring look like, and how does it affect the students and staff of a high school that undertakes such an effort? This guidebook describes a model for comprehensive high school restructuring, discusses how 10 high schools undergoing restructuring are addressing the 7 critical elements of the restructuring model, and examines the effects of comprehensive restructuring on student achievement, attendance, and the attitudes of students and teachers. The seven critical elements include high curriculum standards, effective teaching/active learning, results orientation, the use of technology, human resource development, parental/community involvement, and work redesign. Data were gathered through discussions with the principals, teachers, and students at the 10 high schools; followup telephone calls; and a survey of teachers and students. A conclusion is that schools reap greater benefits from restructuring when they are able to implement multiple innovations. In almost all the schools, a primary focus of assessment activity was on reading, writing, and mathematics. The schools' activities showed that the seven critical elements were important in their restructuring efforts. In the six schools for which assessment data was available, the results were positive. The three high schools farthest along in their restructuring activities also showed the most substantial gains in student achievement on reliable measures of performance. Two figures and three tables are included. (Contains 33 references.) (LMI)

Decentralization; Elementary Education; Females; Foreign Countries; Leadership Qualities; *Participative Decision Making; *Principals; *School Based Management; *Women Administrators
IDENTIFIERS- *New Zealand

In New Zealand the rhetoric of educational administration reform has claimed that local school management will lead to improvement in the areas of efficiency, effectiveness, and equity. In addition, the role of the school principal has been a significant site of contest and struggle. This paper presents findings of a ongoing ethnographic study that examined women's initiations of collaborative coprincipalships in New Zealand primary schools. The paper describes how three female coprincipals in one school handled dilemmas within the contradictory environment of "centralised decentralisation." Issues of accountability emerged as significant as the three principals and their board radically reconstructed traditional and managerial notions of the principalship. Data were obtained through interviews with principals, board chairpersons, board members, teaching and support staff, parents, students, and representatives of the Ministry of Education, the School Trustees Association, and the primary teachers union. Observation and document analysis were also conducted. The school's co-principalship was so successful that when two principals left in 1996, the board decided not to revert to a single partnership. In most cases the coprincipal model in primary schools in Aotearoa and New Zealand has been taken up mostly by women administrators, rather than by men. However, the finding does not lend itself to an essentialist view of women's leadership qualities, which asserts that all women are collaborative. Mutually supportive partnerships were developed between the coprincipals and male chairpersons or male board members. (Contains 83 references.) (LMI)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Cooperation; American Sign Language; Cooperative Programs; *Deafness; Educational Cooperation; Elementary Secondary Education; Government School Relationship; *Hearing Impairments; Higher Education; Interdisciplinary Approach; Professional Development; School Districts; *Standards; State Boards of Education; *Teacher Collaboration; Teacher Education; *Teacher Qualifications; Theory Practice Relationship
IDENTIFIERS- Council for Exceptional Children; *Council on Education of the Deaf

This paper presents the views of a member of the committee of the Council for Exceptional Children/Council on Education of the Deaf on professional standards. It addresses the professional challenges suggested by these new standards, including collaboration among university programs, state agencies, and local districts to establish compatible standards documents and application of these standards documents to the development of comprehensive state-of-the art teaching/learning plans. Other topics discussed include the assessment of student outcomes and qualitative teacher assessments; the collaboration among professionals with diverse viewpoints; the resolution of the controversy between English and American Sign Language instruction by using whichever communication method is most effective with a given student; and the development of the collaborative mission of the Council on Education of the Deaf. Analysis of the standards found that one-third of the 66 knowledge and skills statements made specific reference to teamwork or professional collaboration. Collaboration is seen as the ultimate challenge posed to the profession by the standards. (DB)

This report presents the conclusions of a consortium of organizations on the development of a framework for the appropriate preparation, use, and supervision of paraprofessionals in the delivery of speech and language services in early intervention and educational settings for children with communication disorders. The framework establishes three levels of paraprofessionals, with job titles such as aide, assistant, and associate, all working under the supervision of a licensed/certified speech language pathologist. Provided for each level is information on the nature of the role and its responsibilities, the education and training needed, and the degree of supervision required by individuals in that role. The framework also specifies the additional knowledge and skills needed by the speech-language pathologist to adequately supervise and use the various levels of paraprofessional personnel in a comprehensive service system. Also specifically identified are those activities which should remain outside the scope of responsibilities of a paraprofessional in speech-language pathology. Attached is a detailed matrix listing the roles and responsibilities, needed competencies/skills, and needed knowledge for each of the three paraprofessional levels. (DB)

16 education service centers in Texas received training and the modules; demonstration programs were established at 18 sites; a video depicting the approach was developed and disseminated; students served by project teams showed increased academic achievement and increased classroom skills; and parents reported satisfaction with the programming. Individual sections report on the project's goals and objectives, theoretical and conceptual framework, model description, adoption sites, dissemination, methodological and logistical problems, research/evaluation findings, impact, and future activities. Eleven appendices graphically display data showing the program's effectiveness. (DB)

introduced to international exchange, locating and polling native speakers, penfriend communication by computer, two-way peer teaching between partners of different language groups, team teaching in paired classes, exchanges for sharing folklore, international discussion lists and bulletin boards, promotion of linguistic awareness by computer, multi-class projects, virtual environment interactions, and electronic courses. Section three guides the user to online authentic language materials and additional resources. (MSE)

ED 406 825 FL 024 457

Lucas, Tamara
Influences on the Educational Experiences of Immigrant Students in U.S. Schools.
PUB DATE- Mar 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; Community Role; Educational Background; *Educational Experience; Elementary Secondary Education; *English (Second Language); Family Role; *Identification (Psychology); *Immigrants; Language Skills; Second Language Learning; Student Characteristics; *Student Experience
IDENTIFIERS- United States

Factors influencing the educational experiences of immigrants to the United States are outlined and discussed. The factors are categorized as relevant to the individual (personal strengths, age at arrival, quantity and quality of educational background, native language English proficiency, reasons for immigrating, race/ethnicity, immigration status, relationships with family members, gender, physical health, mental health), to family (skills and strengths, educational background, English proficiency, mobility/transience, immigration status, economic resources), to the relationship of the native culture and country to the U.S. (degree of similarity in cultures, history of relations between countries, proximity of home country), to immigrant experience (linguistic displacement, cultural displacement), and to the context encountered within the U.S. (language attitudes, presence of others speaking the native language, status of the native country within the U.S., presence of other nationals, racial/ethnic attitudes, economic resources, presence of support services). The importance of interrelationships between these factors is also emphasized. Contains 26 references. (MSE) context of the school system and bilingual education program, chronicles the project, and summarizes results as they relate to specified project goals. Early termination of the project limited assessment of the rubrics' validity. Unanticipated results and their implications for classroom instruction are also noted. Appendices comprising approximately 75% of the report include English and Spanish versions of the rubrics (grades 1-5) and supporting classroom materials and forms. Contains 11 references. (MSE)

ED 406 846 FL 024 527

Christian, Donna
Vernacular Dialects in U.S. Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 4p.; For an earlier edition of this digest, see ED 289 364.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Black Dialects; *Black Students; *Dialects; Educational Policy; *English; Guidelines; Language Arts; *Standard Spoken Usage; Teaching Methods
IDENTIFIERS- African Americans; Ann Arbor Public Schools MI; ERIC Digests; Oakland Unified School District CA

This digest discusses the different dialects children bring to the school environment and how U.S. schools deal with these differences. Reference is made to the Ann Arbor (Michigan) case in which a group of African-American parents sued the local school system on behalf of their children, claiming the school was denying their children equal educational opportunity because of their language background, and to the recent Oakland (California) school board decision on instruction of African-American vernacular dialect speakers. The digest discusses the consequences of dialect differences, debates "difference" versus "deficit," and offers guidelines for teaching a standard dialect. The final section describes how dialect study can be beneficial to students from all linguistic backgrounds and suggests that instead of seeing differences as barriers to overcome, they can provide fascinating topics for scientific study. (JL)

topics: personal linguistic background; language choices and code-switching; literacies and competence levels; use of family and social support networks; effects of literacy on dependency and the exercise of social power; problems involving children and language shift; and the perceived value ascribed to specific English literacy practices in both personal and family contexts. Results showed extensive previous language learning exposure and a number of variables influencing code-switching behavior in reading and writing. Variation was also found in literacy levels, depending largely on education and motivation to attain literacy. All subjects needed social support networks in their literacy practices, although the networks vary. For three students, dependency patterns in the home due to lack of literacy were a significant issue. In some cases, intergenerational family language issues emerged. Pedagogical implications are discussed. Contains 61 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Evaluation; Student Motivation; *Universities
IDENTIFIERS- Benchmarking; Northwestern University IL; Pennsylvania State University; Syracuse University NY; University of Arizona Tucson

This book offers ideas or benchmarks about how to improve the postsecondary learning environment, based on interviews with academic leaders at four universities in the United States. Semi-structured interviews were conducted with a total of 32 academic leaders from four research universities: Northwestern University (Illinois); Pennsylvania State University; Syracuse University (New York); and the University of Arizona. Using data from the interviews, the book discusses the challenges facing universities in the 21st century and the redefinition that will be needed to improve the learning climate. It also addresses the role of the academic disciplines and their effect on the quality of learning. The book examines student selection and access, questions of quality and diversity, and ways of fostering students' motivation for learning. It explores instructional improvement methods that are focused on student learning, along with projects undertaken by the universities to support the improvement of teaching. The use of assessment to define tasks and measure learning and teaching is noted, along with changes in faculty responsibilities and rewards. The book concludes by reviewing the educational challenges facing universities and existing approaches to institutional assessment. (Contains approximately 275 references.) (MDM)

environments where creativity was a central component of work. Four of these reported procrastination and five did not. Although it was anticipated that procrastination would have emotional consequences on all procrastinators this was not found. Discussion focused on sources of procrastination, perfectionistic tendencies, and risk taking. (Contains 28 references.) (JLS)

ED 406 902 HE 030 075

Bode, Rita K.; Menges, Robert J.
Feedback Seeking and Receiving by College and University Faculty.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Community Colleges; Faculty Development; *Faculty Evaluation; *Feedback; Higher Education; Information Seeking; Job Satisfaction; Peer Evaluation; Sex Differences; Stress Management; *Student Evaluation of Teacher Performance; Teacher Improvement; Teacher Student Relationship; Two Year Colleges

This study assessed the feedback-seeking behaviors of faculty in their third year of employment at five colleges and universities. A total of 121 faculty completed a mailed questionnaire on their feedback- and information-seeking behaviors, and a subset of 86 responded to interview questions about feedback. Statistical analyses of the survey and interview results indicated that faculty at 2-year institutions sought feedback more frequently; reported more credence, amount, and satisfaction with feedback from chairs and colleagues; and reported more job satisfaction and less academic stress than faculty at 4-year institutions. At 4-year institutions, male faculty reported more credence given to feedback from colleagues and students, more satisfaction with feedback from colleagues, and less stress than female faculty. Faculty with minimal teaching experience reported more feedback from students while those with extensive experience reported more feedback from colleagues and greater satisfaction with feedback from chairs. Faculty who sought feedback more frequently reported more stress but essentially the same perceived teaching success and job satisfaction as those that did not seek feedback at all. (Contains 10 references.) (MDM) universities. It reports data by rank (from instructor through full professor) for 55 disciplines. For the current year the report notes an average annual increase in salaries of 6.14 percent. In addition, the report provides examples of how the data can be used for other types of comparative analyses, including average salary, high and low salaries, faculty mix percentage, and salary factor. Also included are a list of instructional programs by classification number. Fifty-five data tables comprise the main body of the report and present the data by selected discipline and major field, by academic rank, and by collective and noncollective bargaining institutions. A list of participating institutions for the years 1987-88 through 1996-97 is appended. (CH)

ED 406 924   HE 030 098

National Faculty Salary Survey by Discipline and Rank in Private Four-Year Colleges and Universities, 1996-97.
PUB DATE- Mar 97
NOTE- 39p.; For a related salary survey, see HE 030 097.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Responsibility; Church Related Colleges; Collective Bargaining; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Data Analysis; Higher Education; Intellectual Disciplines; *Private Colleges; Private Education; Salaries; Surveys; Tables (Data); *Teacher Salaries; Trend Analysis

This 15th annual report of faculty salaries by rank and discipline surveyed 544 private colleges and universities, including those offering theological studies and religious vocations. Data were collected for 55 disciplines. For the current year the report notes an average annual increase in salaries of 2.50 percent. In addition, the report provides examples of how the data can be used for other types of comparative analyses, such as average salary, high and low salaries, faculty mix percentage, and salary factor. Also included is a list of instructional programs by classification number. Fifty-five data tables comprise the major portion of the report and present salary data by selected discipline and major field, by academic rank, and by collective and noncollective bargaining institutions. A list of participating institutions for the years 1987-88 through 1996-97 is appended. (CH) development expenditures by sector and state; (2) notes trends in national research and development support; (3) examines the ratio of R&D to the gross domestic product and to the/total budget ratio; (4) reports measures of national performance patterns by sector and state; (5) reports measures of spending by type of research--basic, applied, developmental; and (6) estimates numbers of research and development scientists and engineers. Two appendixes present technical notes and corresponding tables; a third appendix contains statistical data, organized in 40 tables and categorized according to total national expenditures, federal government expenditures, industry expenditures, and university and college expenditures. (CH)

ED 406 944 HE 030 120

Alford, Elisabeth; And Others
Using Genre Analysis To Teach Writing in Engineering. Report on a Pilot Video-Teleconference for Engineering Teaching Assistants and Writing Center Consultants.
PUB DATE- 28 Mar 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Mediated Communication; *Engineering Education; Feasibility Studies; Higher Education; Interactive Television; *Interactive Video; Pilot Projects; *Technical Writing; *Teleconferencing; *Telecourses; Writing (Composition); *Writing Instruction; Writing Skills; Writing Workshops
IDENTIFIERS- Genre Approach; Ohio State University; University of South Carolina

A pilot project tested and evaluated teleconferencing as a medium for training engineering teaching assistants in technical writing. The teleconference, which linked 15 participants in the engineering departments and writing centers of the University of South Carolina and Ohio State University, also included a training session on the use of genre analysis to teach engineering students how to write abstracts. Preconference planning procedures included testing software, noting equipment limitations, defining program topic and structure, and promoting participation. The teleconference itself was comprised of segments such as an introduction, a free writing exercise and discussion, and an abstracting exercise. While evaluation of the project acknowledged some of the difficulties encountered in planning, preparing and using the technology, the system was nonetheless judged to be a potentially valuable tool for economical and effective engineering education. Appended are illustrations of the storyboard used, a guide to the history and timeline of the project, copies of slides used, and the handout used for the abstracting portion of the program. (CH) institutional constituencies, leadership training, a different form of professional development, and data-based decision making. (Contains 11 references.) (DB)

ED 406 963 HE 030 182

Freed, Jann E.; And Others
A Culture for Academic Excellence: Implementing the Quality Principles in Higher Education. ASHE-ERIC Higher Education Report, Vol. 25, No. 1.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 200p.; For a digest of this report, see HE 030 181.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *College Outcomes Assessment; Decision Making; *Educational Quality; Efficiency; Excellence in Education; *Higher Education; History; Leadership; *Management Systems; *Organizational Change; Organizational Climate; Organizational Development; Program Effectiveness; Quality Control; Self Evaluation (Groups); Teamwork; *Total Quality Management
IDENTIFIERS- Continuous Quality Improvement

This report provides a comprehensive review of quality principles in higher education and proposes that, when used holistically and systematically, the quality principles, also known as total quality management and continuous quality improvement, can create a culture for academic excellence. After an introduction, the first section explains the historical significance of the quality movement in relationship to business and industry. Next, the report defines quality as it relates to higher education institutions and then describes how the quality movement has evolved among postsecondary institutions. The components of an institutional culture are identified, ways to build a culture that supports the quality principles suggested, and each of the quality principles briefly explained. Stressed is the need for a change in thinking as a prerequisite to initiating the quality approach on a campus. The following eight sections present the eight principles or characteristics of effective organizations in detail. They are: (1) vision, mission, and outcomes driven; (2) systems dependent; (3) systematic individual development; (4) decisions based on fact; (5) delegation of decision making; (6) collaboration; (7) planning for change; and (8) creative and supportive leadership. The final section integrates lessons learned from practitioners committed to the quality principles. (Contains approximately 260 references.) (DB)

databases; a model for the electronic university library; new tasks and developments in bibliographic utilities and library networks; a comparison of online search engines and search strategies; the Andrew W. Mellon Foundation's journal storage project; the LAIRD (Libraries and Archives Integrated Resources Database) source for Scottish culture; Internet search engines; using the World Wide Web to disseminate information on the Internet; providing public access to information over the Internet; document delivery towards the Year 2000; and a 10-year forecast of developments in information science and technology. The symposium agenda, a list of participants, and a list of participating vendors are provided. Contains an index. (AEF)

DOCUMENT RESUME RIE VOL.32 NO.9. FROM:ED 406 981 0012
ED 406 515 SEPTEMBER 1997 TO:ED 407 440

ED 406 981 IR 056 356

Harris, Michael H.; Hannah, Stan A.
Into the Future: The Foundations of Library and Information Services in the Post-Industrial Era.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Change; *Futures (of Society); Information Management; *Information Policy; Information Science; *Information Scientists; Information Technology; Librarians; Library Research; *Library Role; *Library Services; Literature Reviews; Users (Information)
IDENTIFIERS- Bell (Daniel); *Information Society; *Postindustrial Society; United States

In 1962, Harvard sociologist Daniel Bell began distributing and discussing a draft paper in which he introduced the concept of the "post-industrial" or "information" society. This idea has been the subject of intense and often insightful analysis by proponents and critics from a vast range of disciplinary sites. Until now, the library profession has looked at the implications of Bell's ideas without the benefit of knowledge or understanding of the critical debate in the broader context. This book surveys and critically assesses the massive interdisciplinary literature on the post-industrial "information society" and its implications for library and information service in the United States. If library and information scientists are to make critical progress in their attempts to understand the present and plan for the future, they must understand the significant body of literature dealing with the issue, especially the second generation of scholarship that has emerged over the past decade. The book contains the following chapters: (1) The Information Age; (2) Librarians Confront the Post-Industrial Era; (3) State, Capital, and National Information Policy; (4) Neutrality, Objectivity, Information Professionals, and Librarians; (5) Work in the Post-Industrial Era; (6) Conclusion: A Prologema to Library and Information Services in the Post-Industrial Era. Author and subject indices are provided. (Contains 508 references.) (Author/SWC)

ED 406 982 IR 056 357

Close to Home: Library-Based Family Literacy. An Instructional Video for Library-Based Family Literacy Programs. Videotape.
PUB DATE- 92
NOTE- 0p.; Running time: 24 minutes.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Adult Education; Adult Literacy; Basic Skills; Early Childhood Education; *Family Literacy; *Family Programs; Integrated Services; Library Cooperation; *Library Services; Literacy; *Literacy Education; Needs Assessment; *Outreach Programs; *Partnerships in Education; Program Development; Program Implementation; Public Libraries; Reading Instruction; Teamwork

ED 406 999   JC 960 450

Coats, Linda T.; And Others
FIRO B: Analyzing Community College Department Chairs' Effectiveness.
PUB DATE- Aug 96
NOTE- 26p.; Paper presented at the Annual Conference of the Southeastern Association for Community College Research (25th, Panama City, FL, August 5-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Behavior; *Administrator Effectiveness; Community Colleges; Comparative Analysis; *Department Heads; Humanities; *Interpersonal Relationship; *Leadership Qualities; Personality Measures; Social Sciences; State Surveys; Teacher Administrator Relationship; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Mississippi

A study was conducted to explore the relationship between the interpersonal behavior of community college department chairs and the assessment of their leadership effectiveness by department faculty. The study population consisted of 30 humanities and social science chairs at 15 Mississippi community colleges, as well as 171 faculty members at the colleges. Element B from W. C. Schutz's Fundamental Interpersonal Relations Orientation (FIRO) was administered to the chairs to assess their interpersonal need orientation, while the Departmental Evaluation of Chairperson Activities for Development (DECAD) questionnaire was administered to the faculty members to determine their perceptions of chair effectiveness. Study results included the following: (1) in faculty ratings, 64.2% of the chairs were categorized as effective and 35.7% as ineffective; (2) there were no significant differences between effective and ineffective deans with respect to expressed inclusion, expressed control, received control, expressed openness, and received openness; and (3) significant differences were found, however, for the variables of perceived inclusion and wanted inclusion, with effective deans showing a need to maintain and establish interaction with others. Recommendations for policy changes and further research are included. Contains 16 references. (HAA)

ED 407 000   JC 970 081

Roueche, Suanne D., Ed.
Innovation Abstracts, Volume XVIII, 1996.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.; Richardson (Sid W.) Foundation, Fort Worth, Tex.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Communication; Classroom Techniques; *College Instruction; Community Colleges; Cooperative Learning; Cooperative Programs; *Faculty Development; Instructional Development; Instructional Improvement; *Instructional Innovation; *Learning Activities; Learning Strategies; Teacher Effectiveness; Teaching Methods; Two Year Colleges; Writing

ED 407 016 JC 970 200

Dailey, Beth; Budjac, Susan
Lessons Learned in Kindergarten Go the Distance: Occupational Program Sharing.
PUB DATE- Feb 97
NOTE- 9p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Cooperative Planning; *Dental Hygienists; *Distance Education; *Interactive Television; Program Design; Program Development; *Shared Resources and Services; Technical Institutes; Two Year Colleges
IDENTIFIERS- North Central Technical College WI

In 1993, in response to declining resources and demand for dental hygienists at other technical colleges, Wisconsin's Northcentral Technical College (NTC) converted its dental hygienist program from a traditional format to a distance format that uses interactive television and is shared between NTC and three other colleges. The framework used by the college to plan the new program focused first on meeting learner needs and then moved toward getting faculty and institutional support; involving stakeholders in planning, while taking into account accreditation and program management issues; and exploring technology options and costs. The final phase of planning addressed facility needs; assessment methods; and student, faculty, and curriculum development. Literature reviews and interviews conducted with faculty, administrators, and counselors revealed key ingredients for success in the following areas: (1) technical, emphasizing the need to change cameras and angles, plan for equipment failures, and prepare contingency plans; (2) instructional, including required meetings between the instructor and extended classroom students, the use of humor to humanize instruction, and the importance of well-organized teachers; and (3) organizational, focusing on the use of faculty co-facilitators, the establishment of uniform policies and site facilitation procedures, staff development, and classroom management. (TGI)

ED 407 017 JC 970 201

Watwood, Britt; And Others
Managing Organizational Change.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Change Strategies; College Administration; Community Colleges; *Department Heads; *Leadership Qualities; Leadership Responsibility; Models; *Organizational Change; Two Year Colleges

ED 407 033 JC 970 237

McKinney, T. Harry; Davis, Dale A.
Funding Patterns under the Proposed Workforce and Career Development Act of 1996--Revised Estimates. Working Paper Series, WPS-97-01.
PUB DATE- Apr 97
NOTE- 17p.; Paper presented at the Annual Convention of the American Association of Community Colleges (77th, Anaheim, CA, April 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Educational Finance; *Federal Aid; *Federal Legislation; *Federal Programs; *Grants; Labor Force Development; Postsecondary Education; *Resource Allocation
IDENTIFIERS- Proposed Legislation

Federal workforce training legislation currently under consideration is designed to streamline existing federal education, employment, and job training programs and increase accountability. As such, it would repeal most of the legislation that created these programs and replace them with block grants for statewide workforce and career development systems. At the federal level, the bill requires collaborative program administration by the Secretary of Education and the Secretary of Labor, while at the state level, governors would be required to submit comprehensive state plans to the Secretaries as a condition of eligibility for federal funds. The following five categories of educational activities are defined in the bill: employment and training; at-risk youth; vocational education; adult education and literacy; and flex account, comprised of activities from any of the four categories. While the bill does not specify amounts to be authorized, it does specify criteria and percentages of funds to be allotted to states, based on population characteristics, and to be apportioned by the states to each of the activity categories. With no information on the specific amounts that will be allocated, institutional planners must estimate the amount available for allotments in a given year and estimate the distribution of this amount among states based on population data. Sample tables showing 1994 population characteristics by state and estimated allotments based on an assumed $1 billion dollars available for allocation are included. (HAA)

ED 407 034 JC 970 243

Zeiss, Tony, Ed.
Developing the World's Best Workforce. An Agenda for America's Community Colleges.
SPONS. AGENCY- COMBASE, Stockton, Calif.; Hans Boeckler Foundation, Dusseldorf (Germany).; National Council for Occupational Education, Columbus, OH.
PUB DATE- 97
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *College Role; *Community Colleges; Education Work Relationship; *Employer Attitudes;

ED 407 051 JC 970 281

University of Hawaii Community Colleges Annual Report, 1991-92. Academic Year 1991-92 (September 1991 to May 1992) and Fiscal Year 1991-92 (July 1, 1991 to June 30, 1992).
PUB DATE- 92
NOTE- 44p.; For a series of these annual reports covering 1988 to 1992/93, see JC 970 278-282. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; Educational Certificates; *Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Mission; Mission Statements; Outcomes of Education; Student Characteristics; Teacher Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This annual report for the University of Hawaii Community Colleges provides data on programs, finances, and student and faculty characteristics for the 1991-92 academic and fiscal years (FYs). The first section reviews activities undertaken to broaden access to the colleges, ensure quality education, strengthen ties with elementary-secondary education, support statewide economic development, enhance the state's role in Asia and the Pacific, and maintain the quality of facilities. The next section offers a month-by-month summary of initiatives undertaken by particular campuses and individuals between July 1991 to June 1992. Next, following an organizational chart and institutional mission, data are provided on enrollment, degrees and certificates awarded, tuition, general fund appropriations, special programs and community services, and student and faculty characteristics. The remainder of the report provides data on outcomes and appropriations for the seven community colleges and one training center and a list of college staff. Highlighted data include the following: (1) in fall 1991, the system enrolled 24,874 credit students, representing 61% of all undergraduate enrollments in the state, while 130,044 students enrolled in non-credit courses; (2) in 1990-91, 1,122 Associate in Science degrees, 828 Associate in Arts degrees, and 285 certificates were awarded; (3) in fiscal year 1991-92, $75,839,686 of general funds were appropriated to the colleges; and (4) in fall 1991, the system employed 1,198 instructional faculty, 686 of whom were employed full-time. (HAA)

ED 407 052 JC 970 282

University of Hawaii Community Colleges Annual Report, 1992-93. Academic and Fiscal Years, 1992-93.
PUB DATE- 93
NOTE- 29p.; For a series of these annual reports covering 1988 to 1992/93, see JC 970 278-282. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; Educational Certificates; *Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Mission; Mission Statements; Outcomes of Education; Student Characteristics; Teacher Characteristics; *Two Year College Students; Two Year Colleges

ED 407 069   PS 025 083

Dodge, Diane Trister

The New Room Arrangement as a Teaching Strategy = La Nueva Organizacion del Salon como Estrategia Educativa.

PUB DATE- 96

NOTE- 87p.; Revised and updated version of filmstrip presentation originally produced in 1978. Slide/videotape not available from EDRS.

LANGUAGE- English; Spanish

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)

DESCRIPTORS- Behavior Problems; Childhood Needs; Class Organization; *Classroom Design; *Classroom Environment; Classroom Techniques; Educational Objectives; Parent Workshops; Preschool Children; Preschool Education; Teacher Student Relationship; *Teacher Workshops; Toddlers

Many typical classroom behavior problems--running in the classroom, inability to make choices, failure to stick with activities, fighting over toys, and poor use of materials-- can be traced to how the room is arranged and how materials are displayed. By making a few changes in the classroom environment, early childhood teachers can create a classroom environment that encourages learning, and at the same time make their jobs easier and more rewarding. This guide, in English- and Spanish-language versions, outlines three workshops on the learning environment and summarizes a companion video designed to show staff how a well-organized environment helps children, emphasizing clearly defined activity areas, well-established daily routines, the attractive and logical display of materials, and the creativity to continually adapt and enhance the environment. The first two workshops outlined in the manual are intended for staff, and cover: how the environment can discourage learning, including the relationship between the classroom and specific behavior problems; and how the environment can encourage learning, including four major goals influenced by the classroom--trust and cooperation, independence, involvement in work, and acquisition of skills and concepts. The third workshop outlined is intended to explain the learning environment to parents. The manual also includes a complete script of the slides presented on the video, also in English- and Spanish-language versions. (HTH)

ED 407 070   PS 025 084

Colker, Laura J.

Learning To Look, Looking To Learn: A Trainer's Guide to Observing Young Children.

PUB DATE- 95

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Child Behavior; Child Caregivers; Childhood Interests; Childhood Needs; *Classroom Observation Techniques; Early Childhood Education; *Informal Assessment; *Naturalistic Observation; Preschool Teachers; Program Evaluation; Staff Development; Staff Orientation; *Student Evaluation; Videotape

ED 407 088   PS 025 203

Evans, Judith L.; And Others
Zones of Peace.
SPONS. AGENCY- Aga Khan Foundation, London (England).; Bernard Van Leer Foundation, The Hague (Netherlands).; Save the Children, Atlanta, GA.; United Nations Children's Fund, New York, N.Y.; World Bank, Washington, D. C.
PUB DATE- 96
NOTE- 83p.; Produced twice annually.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Child Advocacy; Child Development; *Early Childhood Education; Foreign Countries; Peace; Social Services; Social Support Groups; *Violence; *War; *Young Children
IDENTIFIERS- *Victims of War

Children affected by armed violence face a specific set of stressors and challenges which calls for appropriate programming. This Coordinator's Notebook focuses on how to work with children affected by organized violence in order to provide them the best possible early childhood experiences. It is divided into five sections. "Children as Zones of Peace" (Judith L. Evans) discusses organized violence in the form civil and ethnic strife and political oppression, and its effects on children: displacement, unaccompanied children, refugee camps, psychological trauma. It then discusses developing appropriate interventions, principles for working with children affected by organized violence, early childhood programming guidelines, specific activities for and with young children, and looking toward the future. "Resolving Conflicts and Making Peace" (Ellen M. Ilfeld) discusses basic skills for young children, conflict resolution and peacemaking, and the environment and strategies used to create peace. The first case study, "Assisting Angolan Children Impacted by War: Blending Western and Traditional Approaches to Healing," has sections on a mobile war trauma team and assisting children in the provinces. The second case study, "Emergency Education: Save the Children Early Childhood Program, Ex-Yugoslavia," has sections on the importance of the following necessary characteristics of early childhood programs: response to psycho-social needs of war-afflicted families and children; flexibility in program delivery; and sustainability based on community ownership. This section also contains a listing of lessons learned in Save the Children preschools. "Related Resources" presents available UNICEF titles related to this topic and a few related organizations and their contact information. "Network Notes" contains the sections: Letters to the Editor, International Organizations, Meetings, On the World Wide Web, and Calendar. (WJC)

ED 407 089   PS 025 205

Savage, Melissa Hough; Ourada, Joanne
Adolescent Health Issues: State Actions 1995.
PUB DATE- Apr 96
NOTE- 75p.; For 1992-1994 edition, see ED 394 656.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abortions; Acquired Immune Deficiency Syndrome; *Adolescents; Child Behavior; Community Health Services;

ED 407 107 PS 025 310

Peter, Margo
Burning Bridges. Lessons Learned in Interprofessional Collaboration: Year One.
PUB DATE- Aug 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Health; Communication Skills; *Cooperation; Delivery Systems; Early Childhood Education; *Family Programs; Health Services; *Integrated Activities; Integrated Services; Leadership Training; Personnel Selection; *Professional Development; Professional Training; Recruitment; Social Services; Young Children

This monograph chronicles the Health and Education Collaboration Project's (HEC) learning and development of family-centered interprofessional collaborative practices during 1994-95. The project involves the development and field-testing of a personnel preparation model for preservice and in-service professional training to provide family-centered, community-based, coordinated care, as well as dissemination of the best practices of family-centered interprofessional collaboration locally and nationally. Part 1 describes four Maternal and Child Health Bureau demonstration projects. Part 2 defines family-centered interprofessional collaboration, and Part 3 outlines its principles. Part 4 discusses each stage of the HEC project and what has been learned. Lessons learned from the five stages were: (1) collaboration is based on relationships, must occur at all levels, and functions best when it is the result of "bottom up" rather than "top down" efforts; (2) leadership sets the tone for the project; (3) staff personality should be considered in recruitment; (4) commitment to collaboration is essential; (5) training should be early and ongoing, should incorporate team- building skills, should emphasize both process and product, and should provide "in vivo" training models; (6) staff turnover compels supplementary training and attention to group process; (7) it is impossible to foresee all contingencies; and (8) dissemination of lessons learned through collaboration is essential to realize fundamental changes in service delivery systems. Appendices include a list of commission members and a discussion of the role of the medical home and interprofessional collaboration. (Contains 15 references.) (KDFB)

ED 407 108 PS 025 315

The State of the World's Children 1997.
PUB DATE- 97
NOTE- 111p.; For 1996 edition, see ED 394 689; for 1997 summary, see PS 025 316.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Advocacy; Child Health; *Child Labor; *Child Welfare; Childhood Needs; *Children; *Childrens Rights; Developed Nations; Developing Nations; Foreign Countries; Immunization Programs; Labor Legislation; Literacy; Nutrition; Poverty; *Well Being
IDENTIFIERS- Child Safety; UNICEF; United Nations Convention on

ED 407 125 PS 025 355

Ollhoff, Jim
Human Development Theories: A Comparison of Classic Human Development Theorists and the Implications for a Model of Developmental Social Interaction.
PUB DATE- Jun 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Development; *Friendship; *Individual Development; *Interaction; *Interpersonal Relationship; Models; *Theories
IDENTIFIERS- *Developmental Theory; Erikson (Erik); Fowler (James); Freud (Sigmund); Kohlberg (Lawrence); Piaget (Jean); Selman (Robert)

This paper explores several theories of human development, with particular attention to the development of social interaction. Part 1 compares and contrasts major developmental theories, including those of Freud, Erikson, Piaget, Kohlberg, Kegan, Fowler, and Selman. From birth to 1 year, infants are laying the foundation that will guide their later social interactions. Between years 2 and 5 the beginnings of autonomy and the dominance of egocentrism can be observed. Children ages 6 to 12 show concrete thinking, the emergence of the self-concept, the freedom from impulses, and the need to be successful. Youth, age 13 and older, show many precursors of adult attitudes and behaviors, with identity formation as a major issue, the possibility of abstract thought, and the beliefs of the community as a source of strength. Part 2 applies those theories to the expanding understanding of friendship, emphasizing the friendships of school-age children. Self-acceptance plays a crucial role in social interaction development. In Stage 1 of friendships, birth to 2 years, children play in each other's presence rather than with each other. Stage 2, ages 2 to 5, involves quickly changing friendships, characterized by creativity, joint fantasy, and shared imagination. Stage 3, ages 6 to 12, entails the emergence of reciprocity, shared activities, increasing peer influence, and the separation of self-perception from social status. Stage 4, ages 13 and following, is characterized by the recognition that friends have rights and relationships that are independent of oneself, increasing stability of self-esteem, and true moral thinking. (Contains 14 references.) (KDFB)

ED 407 126 PS 025 356

Ehman, Lee H.
Parent Involvement and Curriculum-Making: Cooperation and Conflict with Teachers in a Middle School.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Competition; *Curriculum Development; Grade 7; Group Activities; Junior High Schools; Middle Schools; *Parent Attitudes; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Role Conflict; Secondary School Teachers; *Teacher Attitudes

ED 407 143 PS 025 376

Effective Transition Practices: Facilitating Continuity. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 153p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-375.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Change Strategies; Family School Relationship; *High Risk Students; Preschool Children; Preschool Education; Resource Materials; Staff Development; Training Methods; *Transitional Programs; Workshops
IDENTIFIERS- *Continuity; *Project Head Start; Support Systems; Transitional Activities
This guide supports Head Start's efforts to improve long-term school success and continue comprehensive services for children by ensuring their effective transitions to different settings. The guide is divided into two sections, one on skill-based training and one on information resources. The skill-based training section includes three training modules. Module 1 focuses on transition and change, and helps participants develop skills in identifying and developing the supports that children and families need during transition. Module 2 focuses on transition and continuity, and helps participants develop skills in working as part of a team to provide ongoing services, support, and developmentally appropriate learning experiences. Module 3 focuses on partnerships for continuity, and helps participants develop skills to plan, implement, and evaluate transition practices and policies collaboratively with parents and key community partners. The guide's information resources section contains four types of documents: digests, summarizing fundamental information on the topics of transition, change, continuity and support; program profiles, providing descriptions of transition programs from within and outside of Head Start; hands-on activities, offering examples of concrete transition activities for individuals to try in their own home or program; and 30 resources, including books, journal articles, and videotapes. (SD)

ED 407 144 PS 025 377

Key Facts about the Children: Florida Kids Count 1994. A Report on the Status of Florida's Children: Volume V.
PUB DATE- 94
NOTE- 313p.; For volume VI, see PS 025 379.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Delinquency; Demography; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family Environment; Grade Repetition; Mortality Rate; One Parent Family; Out of School Youth; Prenatal Care; Runaways; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data);

ED 407 160 PS 025 404

Pridham, Karen; And Others
Mothers' Working Models of Caregiving in the Context of Infant Feeding: Change through the First Year.
SPONS. AGENCY- National Inst. of Nursing Research (NIH), Bethesda, MD.
PUB DATE- 5 Apr 97
NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Comparative Analysis; Depression (Psychology); *Infants; Longitudinal Studies; Models; *Mothers; *Parent Attitudes; Parent Background; *Parent Child Relationship; Personality
IDENTIFIERS- *Infant Feeding

This study examined the change in mothers' working models of infant feeding through the first post-term year of full-term infants and of prematurely born infants with a history of lung disease. It also examined the contribution of maternal resources such as education and mental well-being and infant attributes (maturity at birth and lung disease in the neonatal period, birth weight, weight-for-age z-score, and amenability) to changes in working models. The sample was comprised of 38 mothers of premature infants and 52 mothers of full-term infants. At 1, 4, 8, and 12 months post-term age, assessments were made of the adaptiveness of the mothers' working models of feeding via a video-assisted interview, the mother's symptoms of depression, the infant's weight-for-age z-score, and the infant's amenability. Analysis showed change in adaptiveness of the working model of feeding with time. The change was not linear; the highest adaptiveness scores were at 4 months and the lowest at 8. Only a mother's education and symptoms of depression had a significant effect on adaptiveness--education at 1, 8, and 12 months and symptoms of depression at 8 months. Findings suggested directions for nursing intervention. (Three tables delineate findings. Contains 14 references and 3 tables.) (Author/KDFB)

ED 407 161 PS 025 409

Merkel-Holguin, Lisa
Children Who Lose Their Parents to HIV/AIDS: Agency Guidelines for Adoptive and Kinship Placement.
SPONS. AGENCY- Prudential Foundation, Newark, N.J.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Adoption; Caregiver Child Relationship; *Child Welfare; Children; Cultural Background; Death; Family Counseling; Family (Sociological Unit); Kinship; Outreach Programs; Parent Child Relationship; *Placement; *Social Agencies; Social Support Groups; Terminal Illness

ED 407 177 PS 025 452

Minnesota Kids: A Closer Look. 1997 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 251p.; For 1994 report and summary, see ED 385 372 and for 1996 data book, see ED 394 717.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *At Risk Persons; Births to Single Women; Child Abuse; *Child Health; Child Neglect; *Child Welfare; Crime; Death; Delinquency; *Demography; Dropout Rate; Infant Mortality; Low Income; Mothers; *Poverty; Secondary Education; Social Indicators; Tables (Data); Unwed Mothers; Violence; *Well Being
IDENTIFIERS- Indicators; *Minnesota

This 1997 Minnesota Kids Count report examines child poverty and changing demographics in the state of Minnesota, and focuses on nine risk indicators for the years 1991 through 1995 in Minnesota's 87 counties. Following a discussion of myths and truths about poverty in Minnesota and a look at demographic changes in the state from 1990 to 1995, findings related to the following risk indicators are analyzed and presented by county in tabular form: (1) children receiving AFDC; (2) children eligible for free or reduced-price school lunch; (3) children born to teenage mothers; (4) children born at low birth weight; (5) children dropping out of school; (6) children arrested for violent crime; (7) children abused and neglected; (8) children in out-of-home placements; (10) children dying violently. Section 2 provides state and county profiles of the same risk indicators. Trends that emerge from five (or in some cases, four) years of data are: an increase in arrests of juveniles for violent crimes; a slow increase the percentage of children dropping out of school; a slow but steady increase in the percentage of children born to teenagers, compared to the decreasing national rate; and, since 1993, a decrease in the number of children receiving AFDC. Contains data notes, a list of other resources, and end notes. (DR)

ED 407 178 PS 025 490

A to Z: The Early Childhood Educator's Guide to the Internet.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 95
NOTE- 144p.; This 1995 first edition has been superseded by a 1996 revised edition, see PS 025 491.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Development; Child Health; Child Rearing; *Early Childhood Education; *Electronic Mail; *Internet; *World Wide Web
IDENTIFIERS- *ERIC; ERIC Clearinghouse on Elementary Early Child Educ; File Transfer Protocol; Gopher; *Listserv Discussion Groups; Telnet; Web Browsers

This guide explains features of the Internet and compiles Internet resources useful to those interested in the education, ED 407 195 RC 020 859

Murillo, Enrique G., Jr.
Pedagogy of a Latin-American Festival: A Mojado Ethnography.
PUB DATE- Nov 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Organizations; Community Relations; *Cultural Activities; *Cultural Exchange; *Ethnography; *Hispanic American Culture; Intercultural Communication; *Latin Americans; Leadership Training; Mexican Americans; Personal Narratives
IDENTIFIERS- Chicanos; *Informal Education; North Carolina

This paper describes and reflects on the pedagogical meaning of a festival held to showcase and celebrate Latin American culture in a North Carolina town undergoing a cultural transition as its Latino population grows. Following a successful event the previous year, a 2-day festival was organized to include a soccer tournament, booths selling Latin American food and products, community service agencies, children's activities, cultural exhibits, leadership development workshops, and both a disc jockey and live music. Recently relocated from the Southwest, the Chicano ethnographer found himself moving beyond description to grapple with the broader context of the cultural dynamics at play and questions of identity--his own and others'. A "double-voiced" analysis examines community and personal aspects of the experience. The paper tells the story of cultural workers, negotiating space and co-constructing a renewing social memory. It addresses transfusion of culture, reinvention of self, and ongoing assessment of status and condition in a new social context. The festival is framed as a site of cultural production and practice: a site of symbolic contestation, inherently pedagogical and expressive. Cultural images and myths from lived experience become a viable form of knowledge to be reworked and reinterpreted. Past, present, and future are woven together to become an educative enterprise that shapes the town's social and cultural landscape. This ethnographic account explores those moments of dynamic interplay between researcher and subject when experience becomes expression; autobiography becomes discourse; and in the passageway between worlds, one intermittent and emergent identity informs the other. Contains 51 references. (SV)

ED 407 196 RC 020 863

Castellanos, Jeanett
The Relationship between the Chicana/Latina Value System and Higher Education: An Ethnographic Study. Working Draft.
PUB DATE- Nov 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Montreal, Quebec, Canada, November 6-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Culture Conflict; Ethnic Bias;

ED 407 211 SE 055 750

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Appalachia Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 119p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 751-759.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Federal Programs; *Mathematics Education; Resource Materials; *Science Education; State Programs
IDENTIFIERS- *Appalachia; Dwight D Eisenhower Math and Science Educ Program; Kentucky; Tennessee; Virginia; West Virginia

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Appalachia Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Appalachian Region, which includes Kentucky, Tennessee, Virginia, and West Virginia. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 212 SE 055 751

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Far West Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 124p.; For the 1994 National Directory, see SE 055 749. For

ED 407 228 SE 059 946

Dreyfus, Tommy; And Others
Consolidation of Mathematical Abstractions in a Situation Based Functions Curriculum. Draft.
PUB DATE- Mar 97
NOTE- 61p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Computer Assisted Instruction; Computer Software; *Concept Formation; *Curriculum Design; Educational Resources; Foreign Countries; *Functions (Mathematics); Instructional Materials; Learning Processes; *Mathematical Concepts; Mathematics Curriculum; Secondary Education
IDENTIFIERS- Israel

This exploratory study had two goals: (1) to identify signs of abstraction and consolidation of abstractions of functional concepts in students in a situation-based curriculum; and (2) to use theoretical arguments as well as experimental evidence in order to shape notions of abstraction and consolidation of abstractions. The methodology was consciously circular because the primary goal of the work was to clarify the notion of consolidation. An instrument was designed to make observations on abstraction and consolidation. Data were used to reshape ideas about the theoretical notion of consolidation and to conclude how consolidation would manifest itself in students' actions. Finally, data were analyzed again to find these "signs of consolidation." An interview was administered to students from classes using CompuMath, a curriculum which involves interactive computer software. Students were asked to use a functions software program with which they were familiar to draw the graph of a quadratic function. The theme of the interview was development of a number of animal populations in a park. Consolidation did occur for some students in the CompuMath curriculum. Furthermore, consolidation of abstract knowledge did not usually occur suddenly; consolidation processes may proceed on a continuum. Appendices include the interview administered and student transcripts. (PVD)

ED 407 229 SE 059 947

Shane, Ruth
Examining the Second Grade Mathematics Classroom from a Social-Constructivist Perspective: The Interrelationship of Teaching, Learning, Learning To Teach and Teaching To Learn.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Concept Formation; *Constructivism (Learning); *Educational Strategies; Foreign Countries; Grade 2; Higher Education; *Knowledge Base for Teaching; Learning Strategies; Mathematics Instruction; *Preservice Teacher Education; Primary Education

ED 407 249 SE 060 153

Course & Curriculum Development, 1995 Awards.
PUB DATE- 97
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - General (140)
DESCRIPTORS- *Awards; Curriculum Development; Educational Change; Higher Education; Interdisciplinary Approach; *Mathematics Education; *Science Education; Science Laboratories; *Technology Education; *Undergraduate Study

The purpose of the National Science Foundation's Course and Curriculum Development (CCD) program is to improve the quality of undergraduate courses and curricula in science, mathematics, engineering, and technology (SME&T). The program also seeks to encourage a greater number of talented faculty to devote creative energy to improving undergraduate learning in the nation's classrooms and laboratories. The projects described in this publication received awards in Fiscal Year 1995 and were selected for their creativity, scientific and educational quality, and potential for utility at multiple institutions and national impact. Projects that received awards were in the following areas: (1) Course and Curriculum Development; (2) Leadership in Laboratory Development; (3) Systemic Changes in the Chemistry Curriculum; (4) Mathematical Sciences and Their Applications throughout the Curriculum; and (5) Science and Humanities: Integrating Undergraduate Education. Projects under Course and Curriculum Development were in the subject areas of biology, chemistry, computer science, engineering, geosciences, interdisciplinary, mathematics, physics and astronomy, and social sciences. (JRH)

ED 407 250 SE 060 156

Classroom Compass, 1995-96.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Educational Resources; Educational Strategies; Elementary Secondary Education; Equal Education; General Science; Mathematics Instruction; Mechanics (Physics); Outdoor Education; Physiology; *Science Activities; *Standards; *Student Evaluation
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program; National Science Education Standards

This document is comprised of the four 1995-1996 issues of "Classroom Compass," a newsletter of the Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching. Each issue contains a "Resources and Opportunities" section, a reading list, excerpts from the National Science Education Standards, and learning activities. The reading lists included in these issues pertain to equity in science and mathematics education and classroom assessment. Miscellaneous background articles address design in the classroom and science and mathematics for all. The learning activities provided enable students to study the functions of the heart, pendulum motion, a design exploration that uses the story of the three

ED 407 270 SE 060 209

Beeth, Michael E.
Classroom Environment and Conceptual Change Instruction.
PUB DATE- Apr 93
NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Atlanta, GA, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Educational Strategies; Elementary Education; Learning Activities; Misconceptions; Science Education; *Scientific Concepts; Teaching Methods
IDENTIFIERS- *Conceptual Change

This paper describes research conducted in a classroom devoted to conceptual change instruction. The teacher in this class of fifth grade students at a midwestern parochial school made explicit attempts to have her students comment on the conceptions they held, their justification for those conceptions, and the status they attached to their conceptions. Findings indicate that students' comments about conceptions allowed the teacher to assess their scientific knowledge and to plan instructional activities that presented the students with additional scientific information. Comments that justified a conception allowed the teacher to identify components of the students' conceptual ecologies that inhibited conceptual change and to plan instructional activities that facilitated conceptual knowledge development for these students. As a result of the students' comments about their conceptions, the teacher's planned instructional activities focused on two specific aspects of the Conceptual Change model, namely components of the conceptual ecology and status. It is concluded that the learning environment in this classroom, created by the interaction between students' responses and planned instructional activities, facilitated the development of these students' conceptions. Contains 19 references. (Author/JRH)

ED 407 271 SE 060 210

Hennessey, M. Gertrude; Beeth, Michael E.
Students' Reflective Thoughts about Science Content: A Relationship to Conceptual Change Learning.
PUB DATE- Apr 93
NOTE- 37p.; Paper presented in the Symposium on Metacognition and Conceptual Change at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; *Concept Formation; *Constructivism (Learning); Educational Strategies; Elementary Education; *Knowledge Representation; Misconceptions; Professional Development; *Reflective Teaching; *Science Instruction; Student Attitudes
IDENTIFIERS- *Conceptual Change

The intent of this paper is to open for consideration the relationship between metacognition and the promotion of conceptual change within the classroom. This goal is achieved through a brief description of present research by the authors, drawing from the existing literature a summary of what is meant by conceptual change learning, defining the term metacognition

ED 407 294 SO 026 676

Lambrecht, Winifred; Bell, Michael
A Guide to Folklife and Folk Arts Programs for Schools and Cultural Institutions. Revised.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 92
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Area Studies; *Art Education; Community Resources; Dance; Elementary Secondary Education; Ethnography; *Folk Culture; *Handicrafts; Interdisciplinary Approach; *Multicultural Education; Music; Story Telling; Visual Arts
IDENTIFIERS- *Folk Art; Rhode Island

This guide is specific to Rhode Island in its resource orientation, but is broadly applicable to any geographic area in its overall approach and format. Designed to introduce folklore, folklife, folk arts, and ethnic arts to students of all ages, this program guide takes advantage of on-going multicultural activities of the Folk Arts Program and the Arts-in-Education Program at the Rhode Island State Council on the Arts (RISCA). After introductory sections giving detailed definitions of terms and contextual references, outlines are presented that describe student/teacher preparation, school models, a sample unit/project plan, and extensive resource guides. Resources included are folk arts workshops/demonstrations/lectures available through RISCA; educational kits; national, regional, and local institutions; record producers; and an extensive bibliography. Regional resources include those found in any of the New England states, while Rhode Island resources are divided into a general ethnographic institutions category, and institutions related to specific interests. (DQE)

ED 407 295 SO 026 802

Davis, O. L., Jr., Ed.
NCSS in Retrospect. Bulletin 92.
PUB DATE- 96
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizenship Education; Civics; Cultural Differences; Cultural Pluralism; Educational History; Elementary Secondary Education; *Global Education; Higher Education; *History Instruction; International Education; Organizational Change; *Social Studies; *Teacher Education
IDENTIFIERS- *National Council for the Social Studies

This bulletin commemorates the 75th diamond jubilee anniversary of the National Council for the Social Studies (NCSS) in 1995. The chapters are meant to provide information and interpretation to extend and deepen what individuals already remember and think about NCSS. The volume offers thoughtful interpretations of major elements of NCSS's history as seen through the considered experience of several NCSS members. The

ED 407 318 SO 027 119

Sweeney, Jo Ann Cutler; Foster, Stuart
Comparative Teenage Employment Aspirations in England and the United States.
PUB DATE- 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Careers; *Comparative Analysis; *Cross Cultural Studies; Educational Research; Employment; Employment Potential; Employment Projections; Foreign Countries; Social Science Research; *Student Attitudes; *Student Interests; Student Surveys; Surveys
IDENTIFIERS- England

This study offers an insight into how young people from England and the United States view their future employment prospects and appreciate the values and prestige of certain occupations within their national economies. The study is based upon the responses to a questionnaire by 68 U.S. high school students and 80 high school students from the United Kingdom. The four-page questionnaire focused on topics relating to teenage views of the economy, their economic involvement within it, and their perceptions of economic issues such as employment and wealth. The paper reports responses to questions relating to entering the job market and ideas on employment. Most students surveyed anticipated entering higher education, starting work in their early twenties, and accepting a job particularly well regarded by society. For example, popular choices from students living on both sides of the Atlantic were professions such as doctors, lawyers, teachers, and engineers. Few students in either nation demonstrated a particular respect for high-tech jobs or a desire to enter into professions related to technology, industry, or manufacturing. By limiting their focus to traditional occupations, students will miss out on both the opportunities and the demands for highly educated workers in technological and scientific areas. This limitation of focus to traditional occupations is an important implication for the national and international economies. (EH)

ED 407 319 SO 027 164

Fredericks, Anthony D.
The Whole Earth Geography Book, with Ready-to-Make Daily Practice Cards. Grades 4-6.
PUB DATE- 90
NOTE- 71p.; Illustrated by Rebecca N. Fredericks.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Geographic Concepts; Geographic Location; Geographic Regions; *Geography; *Geography Instruction; Global Education; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Map Skills; Maps; *Social Studies; *World Geography

This book is designed to help students use their geography knowledge in real-life situations and explorations. The

ED 407 341 SO 028 049

Cooper, Rosemary
Carisbrooke Castle. Teachers' Resource Book.
PUB DATE- 88
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Archaeology; *Architecture; Elementary Secondary Education; European History; Field Trips; Foreign Countries; *Heritage Education; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; *Medieval History; Teaching Guides; Western Civilization
IDENTIFIERS- *Carisbrooke Castle (England); England; *English History

Carisbrooke Castle in England, Charles I's prison for nearly a year, is a complex historic site with walls dating from the early 12th century and additions and alterations incorporated over later centuries. This guide may be used by teachers preparing their students for an on-site visit, or as an independent study of an English medieval castle. The guide is organized in three main sections. The first consists of background information on the building and its history. The second contains suggestions for teaching approaches, including preparation and follow-up work aimed mainly at the 9-12 year old range. Topics include: "Clues"; "Spies"; "The King, the Servant, and the Gaoler"; "Now and Then"; and "Wells, Walls, and Treadmills." Reproducible activity sheets are provided. The third section gives practical advice on how to organize a visit. A 42-item bibliography including books for teachers, books for children, films and videos, slides and software, posters, and cassettes and records, concludes the guide. (MM)

ED 407 342 SO 028 050

Epp, Dianne N.
The Chemistry of Vat Dyes. Palette of Color Monograph Series.
PUB DATE- 95
NOTE- 63p.; For other volumes in the set, see SO 028 050-051.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Materials; *Chemistry; *Color; High Schools; Instructional Materials; Integrated Activities; *Science Experiments; *Textiles Instruction; Visual Environment
IDENTIFIERS- *Dyes

From prehistoric times people have been fascinated with color; from cave paintings to the latest computers, color has been a constant companion. Textiles are made more beautiful by the alteration or application of colorants. This teaching resource investigates vat dyes, a colorant class which includes the oldest dyes known as well as important contemporary dyes of synthetic fibers. Background and historic information is given regarding various vat dyes, with emphasis upon the chemistry of these dyes. Problem-solving inquiry-based activities involve high school level students in answering questions posed about the dyes and their uses. The text is organized in two parts. Part 1, "Teacher Background Information," includes a review of pertinent content, notes, setups for five activities, and cross curricular activities to supplement the science oriented

ED 407 362 SO 028 084

Harris, Norma; Dow, Rosalie
Who Is an American? Teacher's Guide.
PUB DATE- 92
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Citizenship Education; Civics; *Cultural Differences; Elementary Secondary Education; Global Education; Instructional Materials; *Multicultural Education; Social Studies
IDENTIFIERS- Bill of Rights; North America

This teacher's guide accompanies a 26-minute video by the same name. Intended for grades 3-8, the teacher's guide provides activities to support further exploration of cultural diversity, offers cooperative learning projects, and supplies reproducible masters to use with the interactive segment of the video program. Suggestions are made for five pre-viewing topics for discussion, 10 post-viewing topics for discussion, 13 cooperative learning projects and activities, and further reading. Definitions related to the topic are included. (EH)

ED 407 363 SP 037 273

Heyning, Katharina E.
Rationality, Technology and Reform: Examining the "Governmentality" of Certification Change.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Policy; *Government School Relationship; Hermeneutics; Higher Education; *Politics of Education; *Preservice Teacher Education; Primary Education; Schools of Education; State Regulation; *Teacher Certification; Teacher Educators
IDENTIFIERS- Foucault (Michel); State Role; *University of Wisconsin Madison

This study explored the university/state relationship during a time of teacher education certification reform at the University of Wisconsin-Madison. Data for the study consisted of archival texts including elementary education area faculty meeting minutes and departmental memos, creating a case study of reform. Michel Foucault's notion of governmentality was utilized to frame the examination in a way that would draw attention to the power relationships and historical constructions within the institution. The text was examined for evidence of political relationships and technologies of rule. Two issues were addressed: (1) how the relationship between the university and the state was made visible in terms of political rationalities; and (2) which governmental technologies of the state and the university were visible in the text during the construction of the PK-3 program and how each one was discussed. The study concluded that several political

ED 407 382 SP 037 298

Clement, Mieke; Vandenberghe, Roland
Teachers' Professional Development: A Solitary or Collegial (Ad)venture?
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *Collegiality; Elementary Education; Elementary School Teachers; Foreign Countries; Mentors; *Professional Autonomy; *Professional Development; Statistical Analysis; Teaching Experience
IDENTIFIERS- Belgium

The purpose of this study was to develop a theory for the relationship between primary school teachers' autonomy and collegiality and its impact on their professional development. In the first phase of the research, 39 teachers from 11 primary schools in Belgium were interviewed about autonomy, collegiality, and professional development. The questions of the semi-structured interview were based on orienting theory, making explicit the researcher's research thesis. A two-part analysis of the data was made. The first part reconstructed the story of each teacher regarding professional development and each school regarding autonomy and collegiality. The second phase used multiple case research. Two schools were selected from among the schools in the first phase and data were collected over a six-week observation period. The data confirmed the existence of collegiality variants. For example, teachers' communication often takes place very informally as in hallway conversations, but these are important collegial experiences. Autonomy was found to be a balancing act between too much dependence on colleagues and not enough. Novice teachers, in particular, are reluctant to seek colleagues' advice lest they appear less qualified or less competent. (Contains 97 references.) (JLS)

ED 407 383 SP 037 299

Richardson, Arthur G.
Stress in Teaching: A Study of Elementary School Teachers in the Caribbean.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Elementary Education; *Elementary School Teachers; Foreign Countries; *Job Satisfaction; Measurement Techniques; *Sex Differences; Stress Management; *Stress Variables; Surveys
IDENTIFIERS- *Caribbean Islands

The goal of this study was to discover the sources of stress in elementary school teachers in the Caribbean. The study sought the answers to three questions which focus on teachers' perceptions of: (1) the most stressful classroom

ED 407 401   SP 037 317

Sosin, Adrienne
Achieving Styles Preferences of Education Students in a Graduate Teacher Preparation Program.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Educational Change; Educational Research; Elementary Secondary Education; Graduate Students; Higher Education; Masters Degrees; Models; Preservice Teacher Education; Sex Differences; *Teacher Education Programs
IDENTIFIERS- *Reflective Practice

This study investigated how the Achieving Styles Inventory (ASI) can be useful to teacher educators and students. According to this model, there are nine achieving styles divided into three domains--direct, instrumental, and relationship--each distinguished by a preferred means of achieving goals. The ASI is a 45-item self-report instrument that measures the extent of a person's preference for each style. The 152 graduate students (49 male and 103 female) who participated in the study were drawn from a graduate preservice teacher preparation program designed to appeal to career changers. Study findings revealed that education students had significantly lower scores for the Competitive Direct, Power Direct, Personnel Instrumental, Social Instrumental, and Collaborative Relational styles than did the norming population. There was also a difference by sex within the studied group, indicating that women were significantly less inclined to prefer the Competitive Direct, Power Direct or Social Instrumental styles than male students. Implications from this study for teacher education suggest further research in the use of the Achieving Styles model as a framework for self-reflective practice, appreciating student diversity, creating or adapting learning environment, and developmental instruction to enhance styles most desired for classroom practice. (Contains 22 references.) (ND)

ED 407 402   SP 037 318

Veugelers, Wiel; Zijlstra, Henk
Learning Together in Networks of Schools and University.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; *Educational Cooperation; Foreign Countries; Higher Education; *Partnerships in Education; Professional Development; Secondary Education; *Teacher Collaboration
IDENTIFIERS- *Netherlands

The collaborative schools networks are an important means for modernizing education in the Netherlands. The freedom of organization allowed by the Dutch educational system results in schools having more responsibility for their own financial

ED 407 421 TM 026 443

Love, Angela; And Others
Examining a Coding Scheme for a Peer Tutoring Study: Agreement, Reliability, or Both?
PUB DATE- Oct 96
NOTE- 3p.; Paper presented at the Annual Meeting of the Georgia Educational Research Association (Atlanta, GA, October 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coding; Correlation; *Peer Teaching; *Reliability; *Research Methodology; *Tutoring
IDENTIFIERS- *Kappa Coefficient

The development of a coding scheme to identify the function of each conversational turn within episodes of conflict in a peer tutoring setting is described, and the scheme, based on Cohen's kappa analysis, is presented. Although 15 codes were developed for the initial effort, 7 codes were finally used to reflect each utterance as: (1) agreement; (2) disagreement; (3) fact; (4) request for information; (5) directive; (6) assertion of solution; and (7) transact. Cohen's kappa, which is a point-by-point analysis of agreement between coders that corrects for change agreement, was used with each dyad. A reliability study was then conducted to evaluate the reliability of each measure, generalizing across coders. Some codes had high reliability; others did not. Combining the study of agreement and reliability was useful in developing the coding scheme. Using Cohen's kappa helped researchers respond to the internal pressure of understanding the measures. Cronbach's intraclass correlation coefficient (Cronbach's alpha) helped researchers respond to the external pressure of conveying to others the accuracy (reliability) of the measures. (SLD)

ED 407 422 TM 026 444

Gaffney, Patrick V.
A Test Reliability Analysis of an Abbreviated Version of the Pupil Control Ideology Form.
PUB DATE- 10 Feb 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Discipline; *Error of Measurement; Higher Education; Ideology; Private Colleges; Public Colleges; Teacher Attitudes; *Teachers; Test Format; Test Use; *Test Validity
IDENTIFIERS- *Alpha Coefficient; Cronbach (Lee J); Preservice Teachers; *Pupil Control Ideology Form; Split Half Test Reliability

A reliability analysis was conducted of an abbreviated, 10-item version of the Pupil Control Ideology Form (PCI), using the Cronbach's alpha technique (L. J. Cronbach, 1951) and the computation of the standard error of measurement. The PCI measures a teacher's orientation toward pupil control. Subjects were 168 preservice teachers from one private and one public college and 86 inservice teachers attending one private and one public college in south Florida. Cronbach's alpha is a special statistical measure that provides an estimate of the internal consistency of a test. Coefficient alpha is interpreted like a

IDENTIFIERS- American Library Association; Bell Atlantic
Foundation; Partnerships in Library Services

This videtape is a guide hosted by Judy Woodruff to starting and enhancing a library-based family literacy project. Librarians and literacy providers learn: how to do a needs assessment, how to build a team within the library; how to develop a community coalition; how business partners contribute to family literacy programs; and how to recruit participants. Family literacy consists of education for adults, literacy activities for children, and time for children and parents to read together. The videotape features models from the Bell Atlantic/American Library Association Family Literacy Project, a partnership established to encourage local solutions to the problems of low literacy. Possible community partners include Head Start centers, well-baby clinics, community action agencies, teen parenting programs, churches and food pantries, and many others. (Author/SWC)

ED 406 983 IR 056 358

Wales, Barbara; And Others
CMSU Library Usage: Telephone Survey Results.
PUB DATE- Apr 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Students; Higher
Education; Library Materials; Library Services; *Library
Surveys; *Student Attitudes; Student Surveys; Telephone
Surveys; *Use Studies; User Needs (Information); User
Satisfaction (Information)
IDENTIFIERS- *Central Missouri State University

The Assessment Committee of Library Services at Central Missouri State University conducted a telephone survey of 500 (41.2% completion rate) university students. The goals were to use a random sampling in order to gain more information regarding usage patterns of library services; to identify factors which inhibit patron use; and to reveal obstacles to service. Surveys were conducted by telephone over the course of 10 weeks. One individual, the Assessment Committee intern, made all the calls. When asked about visiting library services this academic year, 90% responded positively. Responses indicated that students use the library for several reasons: 82.2% check out materials; 79.57% complete class assignments; 67.74% use the copiers; 65.05% get help finding information; and 60.22% study at the library. Approximately one-third of the students who use the library did not seem to be discouraged in any way from using it. Among the remaining two-thirds surveyed, the following discouragements were cited: 25.81% felt that the library does not have needed materials; 25.27% cited parking problems; 21.51% thought that the hours could be extended; 14.52% disliked the building temperature; 13.44% thought that noise was a problem; and 18.28% cited other reasons. Some students indicated they preferred to use other libraries; the most frequent reasons for this included convenience and availability of more materials. The two primary deterrents to use cited by library users were parking (25%) and a feeling that the library does not have the materials needed (25%). The survey instrument and a table of student uses for the library by rank are appended. (AEF)

ED 406 984 IR 056 359

Instruction

The 29 abstracts in this volume describe innovative approaches to teaching and learning in the community college. Topics covered include the following: (1) strategies for providing management training to faculty and staff; (2) activities to help developmental mathematics students overcome obstacles to success in mathematics; (3) incorporating technology into mathematics classrooms; (4) developing an orientation conference for first-time freshmen students; (5) developing alternate sources of revenue; (6) implementing honors symposia; (7) developing an exchange program for public speaking courses; (8) using content-related humor in the classroom; (9) moving toward computer-mediated communication without networked computers and electronic mail; (10) student-centered composition classes; (11) using the World Wide Web, electronic mail, and campus networks to enrich classes and academic support services; (12) develop programs to ease first-time students into the college experience; (13) the characteristics of college catalogs; (14) guidelines for the effective use of teaching assistants; (15) Middle College, a high school-college enrollment program in California for at-risk students; (16) team-teaching in an interdisciplinary environment; (17) using voice mail to provide information on lectures; (18) the use of computer-assisted writing; (19) the use of commemorative speeches in a speech class; (20) using spreadsheets of grades to motivate students; (21) using dialogues to introduce students to persuasive writing; and (22) setting standards for student behavior. (HAA)

ED 407 001 JC 970 185

Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997).

PUB DATE- Feb 97

NOTE- 394p.; For selected individual conference papers, see JC 970 186-214.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Deans; *Administrator Role; Change Strategies; College Administration; *College Planning; Community Colleges; *Distance Education; *Educational Innovation; Educational Technology; *Leadership Qualities; *Leadership Responsibility; Organizational Change; Two Year Colleges

The papers provided in this proceedings discuss the roles and responsibilities of chairs, deans, and other organizational leaders at community colleges, focusing on strategies for balancing innovative educational approaches with traditional leadership. Following background material on the Chair Academy, the following three keynote speeches are presented: "Learning Revolution," by Terry O'Banion; "What Will Community Colleges Do When Microsoft and Disney Deliver High-Quality, Accredited Higher Education and Training into Most American Homes and Businesses?" by Don Doucette; and "An Ongoing Challenge: Success in Education," by Guadalupe Quintanilla. Most of the 60 papers presented in concurrent sessions are provided (some papers were not submitted or were submitted in abstract form only). Topics covered in the papers include reforming the curriculum approval process; balancing innovation and tradition to create learning opportunities for all learners; designing a virtual classroom on the Internet for distance learning students; enhancing student learning through public

Based on studies comparing leadership in two rural community colleges undergoing change and examining the management of change at Maryland's Allegany College, this paper presents a conceptual framework and model for managing organizational change. First, a framework for understanding the community college chair's role in organizational change is presented, suggesting that chairs should exercise visionary transformational leadership in their departments, empower others, make use of teams, maintain a focus on customers and quality, and ensure that meaningful data is collected. The framework also points to two expected outcomes of these strategies: institutional innovation and constituent satisfaction. Next, implications of the framework are described, stressing the important roles of both presidents and chairs in dealing with change, the importance of staff development for quality, and the need to balance instructional and administrative duties of chairs. Finally, a model for managing organizational change is provided, including the following four components: (1) conceptualization, or recognizing the different parts of a system as a whole, which may best be accomplished through cross-college representation on committees; (2) active, two-way communication; (3) commitment by leaders to organizational goals to gain the commitment of stakeholders; and (4) the creation of management systems and support services dedicated to managing change and monitoring progress in the change process. (TGI)

ED 407 018 JC 970 202

Runnels, Angie; Mpinga, Derek
Mentor Magic: Implementing a Successful Mentoring Program for New Chairs and Deans.
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; Community Colleges; *Faculty Development; Inservice Education; Interprofessional Relationship; *Leadership Training; *Management Development; *Mentors; Program Design; Two Year Colleges

The Institute for Academic Leadership Development is a 2-semester practicum experience designed to help community college administrators gain leadership experience through the development and implementation of an Individualized Professional Development Plan (IPDP). The IPDP is designed to help participants gain a knowledge of self, capacities for judgment and communication, interpersonal skills, an understanding of power and politics in colleges, and the capacity to interpret personal actions. North Lake College, in Texas, implemented a mentoring program to accept a participant from the Institute. The participant maintained constant communication with the mentor and was appointed as Dean-in-Training at the college for the two semesters. The mentor's role was to share information, answer questions, create opportunities, and advise the participant. Their relationship was based on the following strategies for academic leaders: focus on innovation and change, be proactive rather than passive, concentrate on decisions, involve as many members as

*Labor Force Development; National Surveys; Policy Formation; *Program Effectiveness; School Business Relationship; Two Year Colleges

Examining the role of community colleges in workforce development, this monograph describes results from a national study of community and technical colleges and the employers they serve regarding needs for workforce training and successful program elements. Following introductory sections, reviewing the purpose of the study, the following chapters are provided: (1) "The Role of American Community Colleges in the 21st Century," (Jack N. Wismer, Tony Zeiss, and Phyllis A. Barber); (2) "A Current Assessment of Community College Workforce Training: A Brief Overview," (Andrew L. Meyer and John W. Quinley); (3) "AACC/NETWORK National Community College Workforce Development Database," (Robert J. Visdos, James F. McKenney, and Richard G. Anthony, Jr.); (4) "Rethinking the Role of Instruction for Workforce Training," (Sherrie L. Kantor); (5) "Survey of Employers," (John W. Quinley), presenting results from the 2,473 employers who responded to the survey; (6) "Survey of Deans and Directors," (Phyllis A. Barber), describing successful program elements identified by the 56 community college administrators responding to the survey; (7) "Discussion of Survey Results: Employers and Deans and Directors," (John W. Quinley and Phyllis A. Barber); and (8) "Conclusions, Implications, and Recommendations," (Patricia Donohue, Elizabeth Thornton, and Tony Zeiss). Appendixes provide organizational charts of model workforce development systems, a list of colleges participating in the survey, and the employer survey instrument. (HAA)

ED 407 035   JC 970 250

Service-Learning Faculty Manual, Century Community and Technical College, 1996-1997. Revised December 1996.
PUB DATE- Dec 96
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Curriculum Enrichment; Guidelines; Models; Program Development; *Service Learning; Student Evaluation; Teaching Methods; Two Year Colleges
IDENTIFIERS- Century Community and Technical College MN

Prepared to help faculty implement service learning at Minnesota's Century Community and Technical College, this manual reviews service learning and provides strategies for developing components. The first part defines service learning, providing text from the National and Community Service Trust Act of 1993. Next, sample service learning projects are listed, focusing on activities addressing the issue of violence, and possible projects are described in the areas of youth, elderly and disabled populations, the environment, cultural activities, and poverty and hunger. Four types of learning and development possible through service learning are then reviewed and the benefits for students, teachers, and the community are listed. The next sections provide a sample service learning syllabus developed at the college, Spring 1997 important dates, and a sample development form for integrating service learning into a course. The following sections present strategies for developing syllabi, seven criteria to consider when choosing a

IDENTIFIERS- *University of Hawaii Community College System
This annual report reviews program offerings, finances, and student and faculty characteristics at the University of Hawaii Community Colleges (UHCC) for the 1992-93 academic and fiscal years. The first section reviews major achievements for 1992-93 related to service to the state, the international role of the system, and efforts to expand educational access. A system organizational chart and mission statement is then presented, followed by a systemwide profile of enrollments from 1988-92, funding, staffing, programs of study and disciplines offered, and special programs and services. The report concludes with profiles of the Employment Training Center and seven UHCC campuses. Each profile contains a brief narrative, information on enrollment by major, attendance status, gender, ethnic background, and degree objective; staffing; funding; and campus leadership. Selected data include the following: (1) in fall 1992, UHCC credit enrollment was 26,120, a 5% increase from 1991, while another 107,265 students were enrolled in non-credit courses; (2) 14,258 students were Liberal Arts/Sciences majors, while 8,199 were in vocational programs; (3) in 1992-93, $75,139,441 of general funds were appropriated to the system, a 1% decrease from 1991-92; and (4) a total of 1,462.25 staff positions were authorized for the UHCCS in 1992-93, a 2.7% increase from 1991-92, while 793.6 of these positions were for instructional personnel. (HAA)

ED 407 053 JC 970 283

Weitman, Brenda C.
The Role of the Business Officer.
PUB DATE- May 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; College Administration; *College Planning; Community Colleges; Cooperative Planning; Educational Finance; Interprofessional Relationship; *Job Skills; *School Business Officials; Two Year Colleges

The primary responsibilities of chief financial or business officers at community colleges include attending to business and financial affairs, dealing with the physical plan and real estate, handling legal affairs and auxiliary enterprises, providing leadership for policy matters, and acting as a financial advisor. Due to the significant supervisory responsibilities, it is recommended that as a job qualification chief business officers be trained and skilled in staff management and organizational development. With respect to the roles of financial advisor, investment manager, and legal affairs manager, officers should protect the college president by ensuring that all expenditures are legal and play the role of conservative spender. Because officers must handle funds that are a public trust, all members of the office must practice high standards of ethical behavior. Business officers, like other members of the administration, are faced with rising concerns over resources and revenue in postsecondary education and should be able to provide some knowledge of the economic outlook and specific legislation that may affect the institution. Officers must also work with other administrators to develop an effective institutional plan, taking into account academic priorities, enrollment projections, and potential sources of funds, as well as to prepare a balanced budget to implement institutional priorities. Contains 10 references.

Cassettes; Young Children
IDENTIFIERS- *Caregiver Training; Objectivity

Noting that observation forms the basis of all developmentally appropriate programming, this videotape helps new and experienced early childhood educators learn about children so they can individualize their program; evaluate programs so adjustments can be made to the environment, the curriculum, or both; and measure children's progress and their acquisition of new skills. The tape, appropriate for both self-instruction or group training, describes objective observation techniques, how to apply them, and then presents several practice observations. It includes segments on: biased reporting; learning about each child; measuring children's progress; evaluating a program; and observation segments featuring a water table scene, story time, and family dining. The accompanying guide to the videotape is divided into four sections. Section 1 of the guide presents the videotape script in its entirety so that trainers can refer to the tape in order to find answers to questions, and use specific text as a springboard for content-related discussions. Section 2 provides suggested approaches for presenting the videotape, including questions and ideas to discuss. Section 3 outlines a series of workshops trainers might offer as a follow-up to the tape. Section 4 presents selected resources for users who want to learn more about the topic. (TJQ)

ED 407 071 PS 025 106

Idaho Kids Count Data Book, 1996: Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 24 Jan 97
NOTE- 295p.; For 1995 data book, see ED 400 060.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; At Risk Persons; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Children; Disadvantaged Youth; Dropout Rate; High School Graduates; Mortality Rate; *Poverty; Prenatal Care; Secondary Education; *Social Indicators; Socioeconomic Status; Tables (Data); Violence; *Well Being
IDENTIFIERS- Arrests; *Idaho; Indicators

This Kids Count report examines statewide trends in the well-being of Idaho's children. The statistical portrait is based on 15 indicators of child and family well-being: (1) poverty; (2) single parent families; (3) infant mortality; (4) low birth weight babies; (5) percent of all mothers not receiving adequate prenatal care; (6) mothers ages 10-19 not receiving any prenatal care; (7) child death rate; (8) child abuse and neglect; (9) academic achievement of 8th graders; (10) high school graduation; (11) drop-out rate; (12) births to teens; (13) percent of teens not attending school and not working; (14) juvenile violent crime arrests; and (15) teen violent death rate. Following an overview and description of indicators, the report presents a look at Idaho's children in a glance for each indicator, a comparison of Idaho's children to those of the rest of country, and noted trends in the indicators. The bulk of the document is comprised of statistical profiles for the state and for each county, as well as the population of youth by county. Five appendices include a data indicator table, child abuse referrals by county, high school graduation rates by school district, and standardized test scores by grade and school district. Data sources and notes are also appended. The report indicates that for 1995,

Contraception; Early Parenthood; Family Planning; *Health; Health Insurance; Mental Health; Parent Education; School Health Services; Sex Education; *State Legislation; Substance Abuse; Tobacco
IDENTIFIERS- Adolescent Attitudes; Health Risk Susceptibility; Medicaid; Risk Taking Behavior; School Based Health Clinics; Sexually Transmitted Diseases

Many adolescents need basic health care and other services that address risky behaviors such as sexual activity, violence, alcohol and other drug abuse, and the consequences of those behaviors. This publication summarizes approximately 250 laws and resolutions concerning adolescent health and related issues passed by the 50 states and the District of Columbia. The state legislation reflects health problems that, on the whole, involve preventable behavior. Brief descriptions of laws are provided pertaining to the following topics: (1) abortion; (2) abstinence/sexuality education; (3) adolescent health (miscellaneous); (4) community health; (5) contraception/family planning; (6) HIV/AIDS; (7) insurance; (8) Medicaid; (9) mental health; (10) pregnancy/parenting; (11) school health/school-based health services; (12) sexually transmitted diseases; (13) substance abuse; and (14) tobacco. Appendices include a state-by-state summary, resource directory, and list of state adolescent health coordinators/directors. (WJC)

ED 407 090 PS 025 210

Rauh, Hellgard; And Others
Day-Care Experience and Infant-Mother Attachment.
PUB DATE- Aug 96
NOTE- 14p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Attachment Behavior; Day Care; *Day Care Effects; Foreign Countries; *Infants; Longitudinal Studies; Moods; Mothers; *Parent Child Relationship; Preschool Education
IDENTIFIERS- Germany (Berlin)

The Berlin Longitudinal Study of Early Adaptation to Novel Situations examined early day-care experiences and the security of infant-mother attachment. Thirty-four infants entering day care before their first birthday and 20 infants entering between 12 and 18 months were compared in their reactions to day care during the first 4 weeks of familiarization with the new setting. Results indicated that one-third of the infants reacted to the new experience with lowered mood and increased irritability, with the reaction more intense but less prolonged in older infants. At 12 months of age, there were no significant differences in quality of attachment between infants with and without day care experience. At 21 months of age, however, children who had entered day care at a later age were more likely to be insecurely attached when they had experienced an abrupt mode of familiarization, while children who had entered late and by a lenient mode of familiarization were more likely to be securely attached at the end of the second year. (MDM)

ED 407 091 PS 025 212

Austin, Elizabeth M.; And Others

Rights of the Child; World Summit for Children 1990

This report on the well-being of the world's children focuses on the issue of child labor and its impact on children's lives. Chapter 1 provides a historical context for children's rights and highlights the need to guarantee the civil, social, economic, and political rights of children. The chapter shows how the world's course toward peace, equality, development, and justice can be helped by the conviction expressed in the U.N. Convention on the Rights of the Child that children have the same spectrum of rights as adults. Chapter 2 gives an overview of child labor, its practice in developing and industrialized countries, its origins, the importance of basic education as a deterrence to child labor, and potential actions to prevent the practice. It proposes six steps to end child labor: (1) immediate elimination of hazardous and exploitative child labor; (2) provision of free and compulsory education; (3) wider legal protection; (4) birth registration of all children; (5) data collection and monitoring of child labor; and (6) codes of conduct and procurement policies. Chapter 3 provides statistics, such as those on child mortality, immunization, maternal mortality, malnutrition, and school enrollment that chart each nation's progress towards achieving the goals for children set at the 1990 World Summit for Children. (Contains about 100 references.) (Author/KDFB)

ED 407 109 PS 025 316

The State of the World's Children 1997: Summary.
PUB DATE- 97
NOTE- 39p.; For 1997 full report, see PS 025 315. Statistical tables printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Child Advocacy; Child Health; Child Labor; *Child Welfare; Childhood Needs; *Children; *Childrens Rights; Developed Nations; Developing Nations; Foreign Countries; Immunization Programs; Labor Legislation; Literacy; Nutrition; Poverty; *Well Being
IDENTIFIERS- Child Safety; UNICEF; United Nations Convention on Rights of the Child; World Summit for Children 1990

This report details the status of the world's children, focusing on the issue of child labor and its impact on the well being of the world's children. Section 1 of the report discusses the Convention on the Rights of the Child and international recognition that children require special attention and that they should have the same spectrum of rights as adults. Section 2 considers hazardous and exploitative child labor, including myths about child labor, definitions of child labor, its origins, types of child labor, and key initiatives to prevent child labor. Specific actions recommended are: (1) immediate elimination of hazardous and exploitative child labor; (2) provision of free and compulsory education; (3) wider legal protection; (4) birth registration of all children; (5) data collection and monitoring of child labor; and (6) codes of conduct and procurement policies. Section 3 provides statistical tables on child mortality, immunization, maternal mortality, malnutrition, and school enrollment that chart each nation's progress towards achieving the goals for children set at the 1990 World Summit for Children. (KDFB)

ED 407 110 PS 025 318

IDENTIFIERS- *Middle School Teachers; Parent Expectations

A case study of parental involvement in a seventh grade interdisciplinary activity, called "International Fair," at a Middle School is described and interpreted. The International Fair, the culmination of the work of student groups, involved students preparing booths representing the cultures of different countries and dressing up in costumes of those countries. Based on two years of observations, interviews, and document analysis, the effects of parental involvement on the Fair are described. Parents, mainly through complaints, attempted to influence the outcome of the Fair by changing the scope of content, the assignments, the grading basis, and the goals of the activity. During the second year of the study, the teachers increased their influence over the Fair and reduced the likelihood of parent over-involvement and competitiveness with one another in the Fair by (1) organizing an information meeting; (2) reducing the competition by eliminating the trophies; and (3) tightening up the rules so parents would not play a major role in setting up booths before the Fair. By improving their communication of expectations to parents, teachers hoped to increase parent enlistment in curriculum-supportive roles. Role and goal differences between teachers and parents and supportive, activist, and partnership-oriented parent involvement in the curriculums are discussed and interpreted. Contains 13 references. (AS)

ED 407 127 PS 025 357

Baker, Amy J. L.; Soden, Laura M.
Parent Involvement in Children's Education: A Critical Assessment of the Knowledge Base.
PUB DATE- Mar 97
NOTE- 40p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Educational Research; Elementary Secondary Education; Literature Reviews; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Research Design; *Research Problems
IDENTIFIERS- *Research Quality

While most practitioners and researchers support the recent policy direction for increased parent involvement in their children's education, little consensus exists about what constitutes effective parent involvement. A major source of this confusion is the lack of scientific rigor in the research upon which practice and policy is based. This literature review examines over 200 articles on parent involvement to highlight what is known and to point to significant gaps in research, programs, and practice. Papers reviewed include 23 opinion papers and program descriptions, 13 theoretical papers, 30 literature reviews, and 145 empirical studies. The review points to significant problems with the literature. Specifically, non-experimental designs, not testing for the specific effects of parent involvement, inconsistent operational definitions of parent involvement, and reliance on non-objective measures are four methodological limitations which have compromised the rigor of much parent involvement research. It concludes with seven recommendations for future research, including use of experimental procedures (especially random assignment), making explicit which aspect of parent

*Well Being
IDENTIFIERS- Arrests; *Florida; *Indicators

This Kids Count report investigates statewide trends in the well-being of Florida's children. The statistical report is based on 19 indicators of child well being: (1) low birth weight infants; (2) infant mortality rate; (3) child death rate; (4) births to single teens; (5) juvenile violent crime arrest rate; (6) percent graduating from high school on time; (7) percent teens not in school and not in the labor force; (8) teen violent death rate; (9) child poverty rate; (10) births to unwed mothers; (11) prenatal care; (12) child abuse and neglect rates; (13) corporal punishments in school; (14) suspensions; (15) non-promotions to the next grade; (16) percent passing competency exams in math and communication; (17) delinquency rates; (18) detentions and transfers to adult court; and (19) percent children in single parent families. Section 1 provides information on population and economics. Section 2 details births, and Section 3 focuses on child safety and deaths. Section 4 deals with education, while Section 5 addresses youth and the law. Section 6 presents county data. Findings indicate that Florida ranks 48th in child well-being nationwide. Although infant mortality and prenatal care have improved and the high school graduation rate has stabilized, too many children are jeopardized by abuse, unsafe environments, and crime; and the number of cases entering the juvenile justice system has increased 93 percent in the past 10 years. Appendices presents county rates for each indicator, racial and age group differences, terminology, and data sources. (KDFB)

ED 407 145 PS 025 378

Weitzel, S.; And Others
Profile of Florida's Children: The 1995 Statewide and County Update.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Demography; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Infant Mortality; Mortality Rate; Poverty; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); *Well Being
IDENTIFIERS- Arrests; *Florida; *Indicators

This Kids Count report presents information on the status of Florida's children. A statistical profile is presented for the state and for each county, based on demographic data and 19 indicators of child well being: (1) per capita income; (2) county population; (3) number of white and nonwhite children under 18 years; (4) number of births in 1993 compared to 1990 by race; (5) teen birth rate by race; (6) low birth weight by race; (7) early prenatal care by race; (8) infant mortality rate by race; (9) number of births to unwed mothers by age and race; (10) number of child deaths; (11) teen violent death rate and number; (12) number of runaways; (13) number of children affected by marriage dissolutions; (14) number of students in school; (15) number of school disciplinary actions; (16) high school graduation rate; (17) number of students eligible for free or reduced school lunches; (18) number of youths in the juvenile justice system by race; and (19) number of child abuse

IDENTIFIERS- Adoption Assistance; Kinship Foster Care; *Placement (Foster Care); *Support Services

Across the United States and world, children who lose their parents to HIV/AIDS are one of the fasted emerging groups affected by this epidemic. Increasingly, child welfare and family service agencies are helping infected parents to secure legal and permanent care arrangements for their children. These guidelines address the issues of placing children who lose their parents to HIV/AIDS with kin and with adoptive families. The guidelines are intended to help child welfare agencies develop culturally-competent, comprehensive kinship care and adoption services that respond to the needs of parents who are HIV infected, of children who lose their parents to HIV/AIDS, and of subsequent caregivers. The guidelines are set out in six chapters: (1) "Preparing for the Provision of Placement Services"; (2) "Outreach to and Support Services for Biological Parents and Other Caregivers Who Are HIV Positive"; (3) "Selecting Kin and Recruiting Adoptive Families"; (4) "Preparing Families and Children for Placement"; (5) "Postplacement Support Services"; and (6) "Advocacy and Collaboration." Ten appendices include a list of child welfare agencies working with HIV-affected families, by state; a list of Family Builders Network members; a description of financial assistance programs; a list of summer camps for children and families affected by HIV/AIDS; a suggested reading list; and a resource list of national organizations. (EAJ)

ED 407 162 PS 025 410

Cahn, Katharine, Ed.; Johnson, Paul, Ed.
Children Can't Wait: Reducing Delays in Out-of-Home Care.
PUB DATE- 93
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adoption; Agency Cooperation; Change Strategies; Child Welfare; *Childhood Needs; *Foster Care; *Foster Children; Objectives; Placement
IDENTIFIERS- *Permanency Planning (Foster Care); *Placement (Foster Care)

It is estimated that the average child entering out-of-home care will remain for 3 years. This book provides a collection of essays based on the need for permanent homes for children in foster care. The essays support the concept of shortening a child's time spent in temporary foster care. The six articles in the book are: (1) "Critical Issues in Permanency Planning: An Overview" (Katherine Cahn and Paul Johnson); (2) "The Michigan Agency Attorney Project" (David Herring), a federal grant project being studied at the Child Advocacy Law Clinic at the University of Michigan Law School; (3) "Changing Agency Procedures" (Betsy Farley); (5) "Interagency Collaborations: System Improvements for Planning Permanence" (Paul Johnson and others); and (6) "Reaching Timely Permanency Decisions: A Recapitulation" (Katherine Cahn and Paul Johnson). The concluding essay outlines the goals that need to be achieved in order to quickly and efficiently provide permanent homes for children in foster care. The goals include legal action, caseload management, task forces, and interagency cooperation. (DCP)

ED 407 163 PS 025 412

Lipsitt, Lewis P., Ed.

growth, and development of young children. Chapter 1 of the guide, "An Introduction to the Internet," explains what is needed to connect to the Internet. The chapter then discusses electronic mail, mail lists, newsgroups, Internet etiquette (netiquette), File Transfer Protocol, TELNET, gopher, the World Wide Web, and the Mosaic and Netscape Web browsers. The chapter concludes with suggestions for finding information on the Internet. Chapter 2 explains several common commands used on Internet mail/discussion lists and presents fact sheets on eight mail lists. Each fact sheet includes a description of the mail list and the list's name, sponsor, electronic mail address, contact person, and subscription directions. Chapter 3 provides fact sheets on 38 Internet sites. Each fact sheet includes a description of the site and the site's name, sponsor, type (Gopher, Web, TELNET), Internet address, and contact person. Information on how to find and use ERIC system resources on the Internet is provided in Chapter 4, while Chapter 5 is a bibliography of ERIC documents and journal articles on "The Internet and Early Childhood Educators." The guide concludes with a glossary of Internet-related terms, an index, and an appendix of materials from and about the ERIC system and the ERIC Clearinghouse on Elementary and Early Childhood Education. (BC)

ED 407 179 PS 025 491

A to Z: The Early Childhood Educator's Guide to the Internet. (Revised Edition).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 199p.; This revised edition supersedes the 1995 first edition; see PS 025 490.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Development; Child Health; Child Rearing; *Early Childhood Education; *Electronic Mail; *Internet; *World Wide Web
IDENTIFIERS- *ERIC; ERIC Clearinghouse on Elementary Early Child Educ; File Transfer Protocol; Gopher; *Listserv Discussion Groups; Telnet; Web Browsers

This guide explains features of the Internet and compiles Internet resources useful to those interested in the education, growth, and development of young children. Chapter 1 of the guide, "An Introduction to the Internet," explains what is needed to connect to the Internet. The chapter then discusses the Internet's domain name system, electronic mail, mail/discussion lists, newsgroups, Internet etiquette (netiquette), File Transfer Protocol, TELNET, Gopher, the World Wide Web, the Mosaic and Netscape Navigator Web browsers, Uniform Resource Locators, home pages, search engines, and Web page creation. The chapter concludes with suggestions for finding information on the Internet. Chapter 2 explains several common commands used on mail lists and presents fact sheets on 21 mail lists. Each fact sheet includes a description of the mail list and the list's name, sponsor, electronic mail address, contact person, and subscription directions. Chapter 3 provides fact sheets on 62 Internet sites. Each fact sheet includes a description of the site and the site's name, sponsor, type (Gopher, Web), Internet address, and contact

Ethnic Stereotypes; Ethnicity; Ethnography; Family Influence; Females; *Graduate Students; Higher Education; Hispanic Americans; Role Conflict; Self Concept; *Student Adjustment; *Student Experience
IDENTIFIERS- Chicanas; Hispanic american Students; *Latinas

This paper reports on an in-depth ethnographic study of one Latina attending a predominantly White university. The study focuses on her experiences during the process of earning a graduate degree, the importance of family and cultural influences, and the differences between the path taken by Chicanas/Latinas in higher education and that of nonminority students. The subject of the study, Carmen, was born in Peru and raised in Los Angeles (California); she identifies herself as Latina but affiliates with the Chicana paradigm. Research methodology included formal and informal interviews, observations, document review, and a limited questionnaire. A literature review provides a demographic profile of Chicanos and Latinos in higher education and discusses diversity within Latino culture, Latino socioeconomic status, underrepresentation of Latinas in higher education, conflictive factors for minority college students, acculturation and self-identity of people of color, and the effects of education on acculturation. A narrative presents Carmen's educational experiences from elementary school through college and portrays a typical day in her life, including her duties as a school counselor; experiences in her graduate class and practicum; interactions with family, roommate, and boyfriend; and her desires to return home, provide services to inner-city children, and begin her own family. Analysis points out the importance of Carmen's cultural background and identity, struggles of being in higher education (culture shock, lack of peer support and role models, and persistent stereotypes), and the multiple roles she plays. Contains 57 references and a glossary. (SV)

ED 407 197   RC 020 867

Penha, James; Azrak, John
The Learning Community: The Story of a Successful Mini-School.
PUB DATE- 75
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Democratic Values; Educational Change; Educational Innovation; Educational Philosophy; High School Students; *High Schools; Holistic Approach; Individualism; Interdisciplinary Approach; *Nontraditional Education; School Role; Small Schools; *Student Empowerment; *Student Participation; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Learning Communities; *Mini Schools; New York

This book describes "The Learning Community," a minischool that was founded in 1972 by five teachers as an alternative program within a large urban high school in Astoria, New York. The Learning Community included 150 high school juniors and seniors and 6 teachers. The book overviews the development of the minischool, beginning with the first teachers' meeting to address the school's philosophy; the strategies used to promote positive teacher-student relationships; and decisions made by both teachers and students regarding curriculum and student evaluation. The Learning Community was based on a democratic approach to education that gave students the freedom to plan their own course of study and that recognized individual related directories, see SE 055 750-759.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Federal Programs; *Mathematics Education; Resource Materials; *Science Education; *Science Programs; State Programs

IDENTIFIERS- Arizona; California; Dwight D Eisenhower Math and Science Educ Program; Nevada; *United States (Far West); Utah

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Far West Region. Its purpose is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. "Section One: Agency Overviews" contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. "Section Two: National Programs for Elementary and Secondary Education" features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. "Section Three: Regional Highlights" lists, within state groupings, agency resources that are available in the Far West Region, which includes California, Arizona, Nevada, and Utah. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 213 SE 055 752

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Mid-Atlantic Region.

SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 125p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs

IDENTIFIERS- Israel

This study is an attempt to document the connection between the way children construct mathematics in the second grade and the way student teachers construct their knowledge base. The study examines how student teachers integrate their formal and informal knowledge of mathematics and mathematics pedagogy with the reality of the second grade classroom. Preservice teachers (N=4) taught in a classroom where mathematics instruction was conventional and in a classroom where mathematics was taught from a constructivist perspective. The research study includes a qualitative documentation and analysis of the instructional approach, the children's mathematical understandings, and the student teachers' knowledge. The results of this case study address the issue of how student teachers in two different mathematical environments construct their knowledge about key questions related to the nature of mathematics and what it means to teach mathematics in school. (DDR)

ED 407 230 SE 059 953

Hauger, Garnet Smith
Growth of Knowledge of Rate in Four Precalculus Students.
PUB DATE- Mar 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Calculus; *Error Correction; Graphs; Higher Education; *Learning Processes; Mathematical Applications; *Mathematical Concepts; Mathematics Education; Misconceptions; Motion; *Problem Solving; Teaching Methods; Thinking Skills; Troubleshooting
IDENTIFIERS- *Precalculus; *Rate (Mathematics)

Several studies have shown the difficulties students encounter in making sense of situations involving rate of change. This study concerns how students discover errors and refine their knowledge when working with rate of change. The part of the study reported here concerns the responses of four precalculus students to a task which asked them to sketch a distance-time graph showing slowing down then speeding up. These four students drew the same incorrect graph. This report is about how they discovered and corrected the error. Two general conclusions from this study are that students use a variety of resources to address rate of change, and that slope and changes over intervals are both powerful ways for precalculus students to think about rate of change. An instructional implication of this study is that calculus and precalculus teachers should provide opportunities for students to use their knowledge of slope and changes over intervals to construct knowledge of rate of change. Teachers should notice the knowledge students use to make sense of situations and help students use that knowledge to construct new mathematical knowledge. Contains 41 references. Appendices contain statements of tasks and graphs. (Author/PVD)

ED 407 231 SE 059 955

Gau, Shin-Jiann
The Distribution and the Effects of Opportunity To Learn on Mathematics Achievement.
PUB DATE- 28 Mar 97

little pigs, and a design exploration about power boat design. Excerpts from the National Science Education Standards provide information on science and technology across grade levels, assessment in mathematics classrooms, the world beyond the classroom, and environments for learning about science. (DDR)

ED 407 251 SE 060 158

UNC MSEN Pre-College Program 1995 Status Report.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Enrichment Activities; Institutional Advancement; Institutional Role; *Mathematics Education; *Minority Groups; Organizational Objectives; *Outreach Programs; Program Descriptions; Program Evaluation; *Science Education; Secondary Education; Womens Education
IDENTIFIERS- University of North Carolina

The University of North Carolina (UNC) Mathematics and Science Education Network (MSEN) Pre-College program is designed to increase the number of historically underrepresented students--minorities and females--who have sufficient interest and preparation to pursue mathematics and science fields at the university level, and to move into careers in science, mathematics, technology, engineering, and teaching. The Pre-College Program provides students in grades 6-12 with rigorous academic enrichment activities aimed at improving their science, mathematics, and communication skills. This status report of the MSEN Pre-College Program includes: (1) a message from MSEN; (2) a program summary; (3) a list of participating schools; (4) evaluation of program success including test scores and student educational goals; (5) lists of role models, speakers, teachers, field trips, and a description of several program events including MSEN Pre-College Day and Leadership Retreat; (6) a list of student awards; (7) a list of 1995 Pre-College graduates; and (8) a description of future plans. Extra items include a list of funding sources, a 1995 Pre-College Program Graduate Survey, and a description of the William Randolph Hearst Foundation Pre-College Endowment. (PVD)

ED 407 252 SE 060 160

Wallace, Raven; Kupperman, Jeff
On-Line Search in the Science Classroom: Benefits and Possibilities.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Resources; Elementary Secondary Education; Hypermedia; *Information Systems; Internet; *Navigation (Information Systems); *Online Systems; *Science Instruction; Technology; *World Wide Web

This study addresses some basic questions about students' strategies for seeking and using information from the World Wide Web. The questions pertain to the effects of environment and attitudes on students' use of online resources to find and describing the facets included in the definition, a description of the characteristics of a specific learning environment in which metacognition and conceptual change learning occur, and a discussion of the rationale for promoting metacognitive activities within the science classroom. This paper draws on data gathered from three interrelated case studies (M. G. Hennessey, 1991; M. E. Beeth, 1993; and Hennessey, in progress) of students in elementary science at a small midwestern parochial school and provides accounts of students' reflective thinking about science content, students' comments about the relative status of conceptions, and the levels of metacognition that are possible within a classroom setting. Contains 40 references. (DDR)

ED 407 272 SE 060 211

Hewson, Peter W.; Beeth, Michael E.
Teaching for Conceptual Change: Examples from Force and Motion.
PUB DATE- Apr 93
NOTE- 29p.; Paper presented at the IV Congreso Internacional sobre Investigacion en la Didactica de las Ciencias y de las Matematicas (Barcelona, Spain, September 13-16, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Environment; *Concept Formation; *Constructivism (Learning); Educational Strategies; Intermediate Grades; *Knowledge Representation; Mechanics (Physics); Misconceptions; Professional Development; *Reflective Teaching; *Science Instruction; Student Attitudes
IDENTIFIERS- *Conceptual Change

This paper states and discusses general guidelines in teaching for conceptual change. Several important factors that seem to be necessary in meeting the guidelines in normal classrooms are considered. The factors relate to the teacher, student, and the classroom climate. The guidelines are illustrated using examples drawn from a fifth-grade classroom of 13 students at a small parochial elementary school where conceptual change teaching is practiced. The guidelines in teaching for conceptual change are as follows: (1) students' ideas need to be an integral part of classroom discourse; (2) the status of ideas needs to be discussed and negotiated; (3) the justification for ideas needs to be an explicit component of the curriculum; and (4) the discourse of the classroom needs to be explicitly metacognitive. Each guideline is discussed with specific instructional applications provided. Questions that remain unanswered after exploring the research literature and some general limitations of the guidelines are examined. (DDR)

ED 407 273 SE 060 213

Chemistry 30: Grade 12 Diploma Examination = Chimie 30: Examen en vue du diplome 12 annee.
PUB DATE- Jan 97
NOTE- 73p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Foreign Countries; *Grade 12; High Schools; *Science Tests; Scientific Concepts; Testing
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

essays are written by former presidents of the organization and other long-time members with a strong commitment to vigorous, mindful, social studies practice. Chapters in the volume include: (1) "Introduction: Toward Celebration and Continuance: An Invitation to Reflection" (O. L. Davis, Jr.); (2) "NCSS: The Early Years" (Stephen J. Thornton); (3) "NCSS and the Nature of Social Studies" (James L. Barth); (4) "NCSS and the Teaching of History" (Linda S. Levstik); (5) "NCSS and Citizenship Education" (James P. Shaver); (6) "NCSS and International/Global Education" (Jan L. Tucker); (7) "NCSS and Ethnic/Cultural Diversity" (Jesus Garcia; Edward Buendia); (8) "NCSS and Teacher Education" (Margit E. McGuire); (9) "NCSS and Research" (Jack R. Fraenkel); (10) "NCSS and Social Crises" (Jack L. Nelson; William R. Fernekes); (11) "NCSS and Elementary School Social Studies" (John Jarolimek); and (12) "NCSS: The Years Ahead" (O. L. Davis, Jr.). (EH)

ED 407 296 SO 026 893

McCarthy, Maureen A.; Horn, Elaine M.
An Examination of Moral Development in Specific Subpopulations.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Codes of Ethics; Ethical Instruction; Ethnic Groups; Global Approach; Higher Education; *Individual Development; *Moral Development; *Moral Values; Personality Development; Social Values; Values

This paper reports on a study to investigate measurement of moral reasoning with respect to age. Additional potential influencing factors, including ethnicity, gender, and influence of early environmental factors, also have been included for analysis in this study. Twenty-seven nontraditional students participating in a new student orientation program formed the sample for the study. The measurement of moral judgment is based upon reasons that individuals offer for decisions related to fair behaviors. Comparison of results from this study to the normative sample suggest that the experience gained in a postsecondary environment significantly impacts the overall level of moral development. In this study, global mean scores did not significantly differ with respect to gender. Preliminary results suggest that living in a rural environment may impede the progress of moral reasoning. Further research is suggested among this emerging majority of students who could provide valuable support for improvement of a more integrated educational curriculum emphasizing tolerance and respect for individuals within an increasingly global society. Contains 18 references. (EH)

ED 407 297 SO 026 895

Morin, Francine L.
Beliefs of Pre-Service and In-Service Early Years/Elementary Classroom Teachers regarding Useful Music Course Topics.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

approach emphasizes problem-solving activities in which students can use higher-level thinking skills together with basic geographical facts. The activities are organized into two groups--Daily Problems and Extended Challenges. Information in the Daily Problems section is presented in the categories of U.S. Geography (64 problems), Map and Globe Skills (64 problems), and World Geography (64 problems). The problems are arranged on a card to be used in a variety of ways. Extended Challenges require long-term investigations by students who will assemble data, interpret facts, organize thoughts, and process information. These activities are intended as reinforcement activities in a variety of classrooms and with differing ability groups. (EH)

ED 407 320 SO 027 186

Tollifson, Jerry, Ed.; Efland, Arthur
Planning a Balanced Comprehensive Art Curriculum for the Elementary Schools of Ohio. Second Edition.
PUB DATE- 92
NOTE- 315p.; For related curriculum guidelines document for middle/secondary schools, see ED 406 284.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Standards; *Art Education; Elementary Education; *Elementary School Curriculum; Fine Arts; Humanities; State Curriculum Guides; *State Standards; *Visual Arts
IDENTIFIERS- *Ohio

This book is designed to help school districts plan comprehensive art curricula that are addressed to the concerns of society as well as to the needs of individual students. Specifically, it will help elementary classroom teachers, art teachers, supervisors, and administrators prepare their own local art curriculum guides and courses of study. The book is divided into the following sections: (1) "Purposes of the Guidelines"; (2) "The Need for a New Guide for Elementary Art Instruction"; (3) "Art Program Goals"; (4) "Art Program Objectives in Relation to Goals"; (5) "Selecting Content and Designing Art Lessons"; (6) "Preparing BCAC Units of Instruction"; (7) "Long-Range Planning"; and (8) "Evaluating Art Instruction." An appendix provides a list of resources for a balanced comprehensive art curriculum in the elementary schools. (EH)

ED 407 321 SO 027 204

Harris, Will
Autonomy and Sovereignty as the Impossible Elements of a Well-Ordered Politics.
PUB DATE- 96
NOTE- 9p.; Paper presented at the International Conference on Individualism and Community in a Democratic Society (Washington, DC, October 6-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community; Constitutional History; *Democracy; Higher Education; Individualism

activities. Part 2, "The Classroom Materials," includes student handouts and overheads. (MM)

ED 407 343 SO 028 051

Epp, Dianne N.
The Chemistry of Natural Dyes. Palette of Color Monograph Series.
PUB DATE- 95
NOTE- 69p.; For other volumes in the set, see SO 028 050-052.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Art Materials; *Chemistry; *Color; Handicrafts; High Schools; Instructional Materials; Integrated Activities; *Science Experiments; *Textiles Instruction; Visual Environment
IDENTIFIERS- *Dyes

From prehistoric times people have been fascinated with color; from cave paintings to the latest computers, color has been a constant companion. Textiles and craft items are made more beautiful by the alteration or application of colorants. This teaching resource investigates dyes obtained from natural sources, such as plants and animals. These dyes still are used extensively by artisans around the world. Background and historic information is given regarding acid or anionic dyes, with emphasis upon their reactions with wool and eggshells. Problem-solving inquiry based activities involve high school level students in answering questions posed about the dyes and their uses. The text is organized in two parts. Part 1, "Teacher Background Information," includes a review of pertinent content, notes, setups for five activities, cross curricular activities to supplement the science-oriented activities, and 14 references. Part 2, "The Classroom Materials," includes student handouts and overheads. (MM)

ED 407 344 SO 028 052

Epp, Dianne N.
The Chemistry of Food Dyes. Palette of Color Monograph Series.
PUB DATE- 95
NOTE- 68p.; For other volumes in the set, SO 028 051-052.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; *Chemistry; *Color; *Food; High Schools; Instructional Materials; Integrated Activities; *Science Experiments
IDENTIFIERS- *Dyes

Dyes aren't just for fabrics--colorants have been added to food for centuries to enhance its appearance. This monograph and teaching guide investigates both the compounds that give foods their natural color and synthetic colorants currently approved for use in foods. Problem-solving inquiry based activities involve high school level students in answering questions posed about the dyes and their uses. The text is organized in two parts. Part 1, "Teacher Background Information," includes a review of pertinent content, notes, setups for five activities, cross curricular activities to supplement the science oriented activities, and 10 references. Part 2, "The Classroom Materials," includes student handouts and overheads. (MM)

ED 407 345 SO 028 053

technologies were visible in the text, including a moral or political framework, excess documentation, and time-dependency. Additionally, when examining the government processes through the guise of governmentality, the university/state dichotomy dissolved. (Contains 49 references.) (Author/ND)

ED 407 364 SP 037 275

Shepston, Therese J. Kiley; Jensen, Rita A.
Dodging Bullets and BMWs: Two Tales of Teacher Induction.
PUB DATE- Mar 97
NOTE- 28p.; Paper presented at the Annual Meeting of American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Case Studies; Early Childhood Education; *Educational Environment; Intermediate Grades; *School Culture; Suburban Schools; Teacher Attitudes; Teacher Improvement; *Teaching Conditions; Teaching Experience; Urban Schools

Enroute to exploring the role which school culture plays in the teacher induction process, this study compared and contrasted the induction experiences of two exemplary beginning teachers, one an early childhood special educator in an urban setting and the other an elementary educator in a suburban setting. The teachers confronted the same problems and challenges, but within two widely disparate school cultures that reside on opposite ends of the continuum. While both teachers had to deal with curriculum dilemmas, the themes that emerged from their journals, their observations, their comments, and their affective responses could be categorized as relating to politics, personnel, and parents. The three components of culture, conflict, and communication created a context for reflection on those emerging themes. This study seemed to support the conclusion that novice teachers who have direct and continuing access to teacher educators can gradually realize their visions. It was concluded that the ability to understand one's organization, how to effect change in that organization, and how people within that organization is an essential component of preservice and inservice teacher education. (Contains 32 references.) (Author/ND)

ED 407 365 SP 037 276

Jensen, Rita A.; Shepston, Therese J. Kiley
Creating Collaborative Learning Environments for Preservice and Inservice Teachers.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; Early Childhood Education; Education Majors; Elementary Education; Elementary School Teachers; Faculty Development; Higher Education; Inservice Teacher Education; Methods Courses; *Preservice Teacher Education; *Reflective Teaching; Special Education; *Teacher Collaboration

activity/condition; (2) differences in sources of stress between male and female teachers; and (3) differences in sources of stress among teachers across eight Caribbean territories. The subjects were 645 elementary school teachers (310 males and 335 females) from 8 Caribbean territories--Antigua (N=63), Barbados (N=103), British Virgin Islands (N=40), Dominica (N=113), Grenada (N=67), Montserrat (N=65), St. Kitts (N=93), and St. Vincent (N=101). Answers to the research questions were sought by means of the Teacher Stress Inventory which contains seven scales: role ambiguity; role stress; organizational management; job satisfaction; life satisfaction; task stress; and supervisory support. Task stress emerged as the major source of stress for the teachers. Male teachers showed higher levels of stress on role stress and life satisfaction. Differences emerged among territorial subsamples on two of the seven measures: organizational management and supervisory support. On the organizational management measure, teachers from St. Vincent and Barbados scored higher than their counterparts in Montserrat and Dominica; Vincentian Teachers achieved a higher score on this measure than their peers in the British Virgin islands and Grenada. With respect to supervisory support, teachers from Antigua, Barbados, St. Vincent, and St. Kitts indicated the highest levels of stress. (Contains 18 references.) (SPM)

ED 407 384   SP 037 300

Dussault, Marc; And Others
Professional Isolation and Stress in Teachers.
PUB DATE- Mar 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; French Canadians; *Loneliness; *Professional Isolation; Secondary School Teachers; *Stress Variables; Teaching Conditions; Vocational Education Teachers
IDENTIFIERS- Quebec; *Teacher Isolation

The aim of this study was to analyze the relationship between professional isolation and occupational stress in teachers. A systematic random sample of 1158 French Canadian teachers were administered French Canadian versions of the "UCLA Loneliness Scale and Teacher Stress Inventory." Professional isolation was measured by the subjects' responses on a 4-point scale to 20 statements such as "I feel in tune with people around me." Teacher stress was measured by responses on a 5-point scale to the question "As a teacher, how great a source of stress are these factors to you?" Causes of isolation were identified by the model of causal attribution: causality, stability, and controllability, based on a French Canadian translation of the Causal Dimension Scale. The results indicated a positive and significant correlation between isolation and occupational stress. However, the study failed to confirm its predictions concerning the moderator effect of causal attribution. The results of the study are provided in five tables, each of which is followed by a discussion. (Contains 44 references). (SPM)

ED 407 385   SP 037 301

Waeytens, K.; And Others

affairs, task differentiation for staff, and curriculum organization and structure. Nearly 70 percent of the 450 Dutch Schools for Upper Secondary Education participate in collaborative networks. This paper outlines the development of the Upper Secondary Education School Network, a collaboration of the Center for Professional Development in Education at the University of Amsterdam (Netherlands) and 20 schools. University faculty stimulate and structure this interchange, working with teachers on action research and bringing expertise to the participating schools. The structure and operation of the network is described, along with such functions as interpreting and influencing government policies, learning from others' experiences, developing new educational approaches and materials, and creating new initiatives. Finally, elements in creating a successful network are outlined. These include: creating an atmosphere of mutual confidence and give and take; the combination of schools in the network; professional development education and school development; trendsetters in schools; collaboration and competition; and financial support. (Contains 17 references.) (ND)

ED 407 403 SP 037 319

Drago-Severson, Eleanor E.
Researching a Principal's Leadership Practices on Behalf of Adult Development: A Four-Year Ethnography.
PUB DATE- Mar 97
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Adult Development; Case Studies; Elementary Education; *Faculty Development; *Leadership Styles; *Principals; *Teacher Administrator Relationship; Theory Practice Relationship
IDENTIFIERS- *Teacher Principal Relationship

This paper presents findings from a 4-year ethnographic research study into school leadership relating to how a particular principal with a well-informed adult development perspective actually employed it through her practices in support of teacher development in a school. This work focuses on leadership, adult development, and teacher development while studying the philosophies and practices of a principal's leadership for supporting adult growth and development. Findings illustrate how adult development theory might be bridged to leadership practices aimed at supporting the development of the mind (transformational learning). Learnings include: (1) what leadership for adult development is; (2) how three specific leadership initiatives ("teaming"--sharing in work, "providing leadership roles"--sharing authority, and "collegial inquiry"--reflective practice) related to the principal's leadership philosophy; (3) how her initiatives worked within a school context as tools to support teacher development and transformational learning; and (4) the importance of reflective practice for school principals so that they may become better able to support the development of other adult community members. This case study illustrates a qualitatively different way of thinking about staff development and transformational learning in adults. (Contains 43 references.) (Author) split-half coefficient and estimates the average split-half correlation from all possible divisions of a test. The higher the score on Cronbach's alpha, the better the evidence that items on the instrument are measuring the same trait. Preservice teachers from the private college had a Cronbach's alpha of 0.61 while their inservice counterparts had a Cronbach's alpha of 0.70. Preservice teachers at the public college had a Cronbach's alpha of 0.74 and their inservice counterparts had a coefficient alpha of 0.70. Results suggest that the abbreviated PCI is not as reliable as the original, although results are considered to be of a satisfactory level of reliability. The abbreviated PCI also requires less time for administration. An appendix presents the abbreviated PCI. (Contains 64 references.) (SLD)

ED 407 423 TM 026 445

Kier, Frederick J.
Ways To Explore the Replicability of Multivariate Results (Since Statistical Significance Testing Does Not).
PUB DATE- 23 Jan 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; *Multivariate Analysis; *Sampling; *Statistical Significance
IDENTIFIERS- Bootstrap Methods; Cross Validation; Jackknifing Technique; *Research Replication

It is a false, but common, belief that statistical significance testing evaluates result replicability. In truth, statistical significance testing reveals nothing about results replicability. Since science is based on replication of results, methods that assess replicability are important. This is particularly true when multivariate methods, which capitalize on sampling error, are used. This paper explores three methods that can give an idea of the replicability of results in multivariate analysis without having to repeat the study. The first method is cross validation, a replication technique in which the entire sample is first run through the planned analysis and then the sample is randomly split into two unequal parts so that separate analyses are done on each half. The jackknife is a second method of replicability that relies on partitioning out the impact or effect of a particular subset of the data on an estimate derived from the total sample. The bootstrap, a third method of studying replicability, involves copying the data set into an infinitely large "mega" data set. Many different samples are then drawn from the file and results are computed separately for each sample and then averaged. The main drawback of all these internal replicability procedures is that their results are all based on the data from the one sample being analyzed. However, internal replication techniques are better than not addressing the issue at all. (Contains 18 references.) (SLD)

ED 407 424 TM 026 446

Mathieu, Cindy K.
Basic Precepts in Test Construction: Recommendations from Various Measurement Textbooks.
PUB DATE- 23 Jan 97

McDougald, Dana; Bowie, Melvin
Information Services for Secondary Schools. Greenwood Professional Guides in School Librarianship.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Course Integrated Library Instruction; Curriculum Development; Evaluation Methods; High Schools; *Information Services; Information Skills; Information Technology; Librarian Teacher Cooperation; Library Automation; Library Material Selection; Library Planning; *Library Services; Media Specialists; Models; Online Vendors; *School Libraries; User Needs (Information)

This comprehensive, practical and up-to-date guide will help the preservice and inservice library media specialist to develop an information services program to meet the changing curricular needs of high schools and to integrate information access and usage skills into the total school curriculum. Chapter 1 provides practical suggestions for planning with teachers to ensure that students are given many opportunities to learn how to access and use information as an integral part of their coursework and in their personal and career development. Chapter 2 presents guidelines for selection of an effective print reference collection, recommends essential reference sources for a comprehensive high school, and discusses selection policies for instructional materials. Chapter 3 discusses selection of a library automation system to meet staff and student needs and the systems available from specific vendors. Chapter 4 discusses the use of CD-ROM technology, online services, and the Internet, and offers guidelines for selecting valuable electronic resources and services for the media center. Chapter 5 offers models and project ideas for integrating information skills into the curriculum and short lessons on the Internet. The final chapter offers models for developing an effective information services program and for evaluating the information service provided. (Author)

ED 406 985 IR 056 360

Collins, Mary A.; Chandler, Kathryn
Use of Public Library Services by Households in the United States: 1996. Statistics in Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Family (Sociological Unit); Library Research; *Library Services; Library Statistics; Library Surveys; *Public Libraries; Statistical Analysis; Use Studies; *Users (Information)
IDENTIFIERS- United States

The 1996 National Household Education Survey (NHES:96), an ongoing national survey on important educational issues, included a series of questions about the use of public library services by members of United States households. Responses deliberation; establishing innovative service learning programs; methods for faculty evaluation; internationalizing the curriculum; occupational program sharing; managing organizational change; implementing a successful mentoring program for new chairs and deans; team-building through technology; strategies to meet financial problems; the roles of chairs, faculty, and deans in student assessment; tech prep; and transformational leadership. Contains 58 references. (TGI)

ED 407 002 JC 970 186

Doucette, Don
What Will Community Colleges Do When Microsoft and Disney Deliver High-Quality, Accredited Higher Education and Training to the Businesses and Homes of Most Americans?
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Role; *Community Colleges; *Delivery Systems; Distance Education; *Educational Change; *Educational Trends; Higher Education; Information Dissemination; *Information Technology; Two Year Colleges; Universities

The university can be understood as having three main roles related to the creation of knowledge, the preservation of information, and the transmission of this information to others. While advances in information technology have created new tools to strengthen and enrich the academic and research environment, these same tools may contain the seeds of the collapse of the university system. Information technology allows the decentralization of vast stores of information, rendering the university's role in preserving information obsolete, while students may also be drawn away from large undergraduate campuses due to flexible and inexpensive electronic forms of education. The measure that colleges and universities will be able to respond to these conditions depends upon their market niche, or focus, curriculum, admissions standards, and cost. Regional universities who differentiate their mission and specialize in areas of great concern to sponsoring entities will have sufficient resources to survive. Community colleges with high-quality technical education and training programs, requiring hands-on instruction, should not be overly affected by electronic forms of instruction. Rather than competing with corporations who can provide the technology and alternative delivery systems, community colleges will prosper if they focus on providing learning support services, guidance, organization, and skills development to help students learn. (TGI)

ED 407 003 JC 970 187

Shugart, Sanford; Joynton, Olin
Academic Leadership and Ethical Decision-Making: Getting Down to Practical Issues.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV,

appropriate in decision-making, and build on strengths and seek assistance in areas of weakness. Key elements of the program included good communication between the mentor and participant, strong feedback, the opportunity to work with a broad variety of specialties, the opportunity to reflect on the experience, and flexibility. (TGI)

ED 407 019 JC 970 203

Queen, Robert; Rezin, Andrew
Practical Strategies To Justify Your "Present" and Ensure Your "Future."
PUB DATE- Feb 97
NOTE- 9p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrative Principles; *Change Strategies; *College Administration; College Planning; Community Colleges; Organizational Change; *Organizational Development; School Effectiveness; Total Quality Management; Two Year Colleges

In recent years, new economic pressures have been placed on community colleges as a result of increased expectations for accountability on the part of governing bodies and the public. In responding to these pressures, colleges must consider new approaches to management, while the tools and approaches developed in private industry can provide guidance. The organizations that have risen to the forefront of American private industry have done so primarily through the implementation of a continuous improvement management philosophy. Quality improvement is a process predicated on a long-term organizational commitment to fundamental change, which requires a high level of commitment and strong direction. This process is based on management by data, used to analyze the health of the organization, identify potential problem areas, and measure success or failure. Basic tools for collecting data include the following: (1) the Deming Plan-Do-Check-Act cycle, which helps identify potential areas of improvement and test potential remedies; (2) run charts, or graphs of system outcomes over time that can help alert users to a need for corrective action; (3) trend charts, which allow users to see long-term movement and forecast future performance; and (4) flow charts, or graphic descriptions of the steps involved in any work process. Other management tools include program reviews and evaluation and cost/benefit analyses. Contains 10 references. (HAA)

ED 407 020 JC 970 204

Cutshall, Rex
Reach Out and Touch Someone: Utilizing Two-Way Interactive Audio Video for Distant Audiences.
PUB DATE- Feb 97
NOTE- 9p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English

service-learning site, and suggestions for student writing projects. The final sections provide a checklist for faculty developing service learning programs, a sample final paper requirement, and a description of the procedure for applying for stipends for integrating service with academic study. Attachments provide a site confirmation form; a student service-learning log; final evaluation of student for academic credit; and a student packet, including information on making a learning plan, service learning requirements and objectives, the use of journals, and evaluation. (HAA)

ED 407 036 JC 970 260

Michigan Community Colleges Activities Classification Structure (ACS) 1995-96 Data Book and Data Book Companion.
PUB DATE- 1 Mar 97
NOTE- 359p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Correctional Institutions; *Educational Finance; *Enrollment Rate; *Enrollment Trends; Expenditures; *Financial Support; Fringe Benefits; *Program Costs; Property Taxes; State Federal Aid; Tables (Data); Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Michigan

Based on data submitted by Michigan's 28 community colleges for 1995-96, this report describes instruction, personnel, revenues, and expenditures at the state's colleges and reviews the state funding formula. Section 1 provides historical data from 1985 to 1996 on state appropriations, property tax revenue, tuition and fee revenues, state equalized valuation, general fund revenues, at-risk student grants, and unduplicated student headcount. Section 2 provides 1995-96 data on instruction and enrollment, including fiscal-year equated students (FYES) (equaling 31 semester credit hours) by instructional sub-activity and element; credit hours in prisoner education; student contact hours compared to student credit hours by state and college; and unduplicated student headcounts. Section 3 provides information on full-time equated (FTE) personnel and ratios of FYES to FTE personnel, while section 4 focuses on general fund revenues, including data on general fund revenue sources; tuition and fees; property taxes; and state aid. Section 5 describes expenditures, including general fund expenditures by activity and per FYES, instructional expenditures per FYES, costs per student contact hour, salary and fringe benefits, average compensation, physical plant expenditures, and energy costs per cubic foot. The final sections present Michigan's community college funding formula for 1997-98 and a summary of revenue losses for 1993-96. The state Activities Classification Structure and definitions of terms are appended. An attached "Data Book Companion" provides tables showing course enrollments for 1995-96, including general fund enrollments, high school student enrollments, and non-general fund enrollments. (HAA)

ED 407 037 JC 970 266

Saunders, Pearl
Current Curricular Principles and Instructional Practices in Community Colleges' Writing Programs.
PUB DATE- Apr 97
NOTE- 67p.; Paper prepared as a sabbatical leave final report.

(HAA)

ED 407 054   JC 970 312

Burke, Rhonda Shechter, Comp.
Michigan Community Colleges Enrollment Profile, 1996.
PUB DATE- Feb 97
NOTE- 233p.; The bulk of the report is printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Degrees (Academic); *Enrollment; *Enrollment Trends; Ethnicity; Expenditures; Females; Males; Minority Groups; State Surveys; *Student Characteristics; Student Placement; Tables (Data); *Two Year College Students; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Michigan Community Colleges

Comprised primarily of tables and graphs, this report provides data on enrollment, outcomes, and staff at Michigan's 28 community and junior colleges, focusing primarily on the 1995-96 academic year. The first section provides enrollment data as of fall 1996, including enrollment from 1986 to 1996 for each college and systemwide and fall 1996 enrollment by ethnicity, gender, full-/part-time status, first-time status, and age. The second section presents data on year-end program and non-program enrollments for 1995-96 by ethnicity, college, and program name or area, and for occupational courses. The next section offers data on degrees conferred between July 1995 and June 1996 by ethnicity, college, and program and includes data on occupational degrees conferred by college and program. The fourth section provides placement data for 1994-95 graduates by college, while the fifth profiles faculty and staff for 1996-97, including data on ethnicity by gender for full- and part-time administrators, faculty, non-teaching professionals, and support staff. The sixth section offers comparative data on occupational fiscal expenditures from 1993-94 through 1995-96 and occupational expenditures by college for 1992-93 through 1995-96. The final section presents 1995-96 data on standards and measures used by the system, including college success rates for basic, advanced, and occupational work skills attainment and non-program enrollments related to occupational work skills attainment. (HAA)

ED 407 055   PS 023 624

Carr, Margaret
Dispositions as an Outcome for Early Childhood Curriculum.
PUB DATE- Sep 95
NOTE- 18p.; Paper presented at the European Conference on Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Curriculum Development; *Early Childhood Education; Foreign Countries; *Outcomes of Education; *Personality; Personality Change; Personality Development; Personality Traits; Program Evaluation
IDENTIFIERS- New Zealand

The concept of "learning disposition" provides a useful way of examining longer-term outcomes of quality early childhood several indicators showed improvement in the areas of infant mortality, births to teen mothers, and the number of mothers receiving adequate prenatal care. Idaho's rate of single-parent families with children was 35 percent below the national rate. Other indicators reveal, however, that there were more low birth weight babies born, more teen violent deaths, and that there has been no significant change in the high school dropout rate. (WJC)

ED 407 072 PS 025 107

Thelen, Esther; Smith, Linda B.
A Dynamic Systems Approach to the Development of Cognition and Action.
PUB DATE- 94
NOTE- 408p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Developmental Stages; *Individual Development; Learning Processes; Learning Theories; *Motor Development; Neurological Organization; *Perceptual Motor Coordination; *Perceptual Motor Learning
IDENTIFIERS- *Developmental Theory

This book presents a comprehensive and detailed theory of early human development based on the principles of dynamic systems theory. It raises fundamental questions about prevailing assumptions in the field and proposes a new theory of the development of cognition and action, unifying recent advances in dynamic systems theory with current research in neuroscience and neural development. Following the introduction, chapter 1 explores the ontogeny of erect locomotion. Chapter 2 offers an overview of current theorizing about cognitive development. Chapter 3 introduces the concepts of nonlinear dynamic systems in general terms and chapter 4 uses the example of learning to walk to elaborate a dynamic approach to development. The next three chapters bring dynamic principles into issues of process and mechanism. Chapter 5 begins with a discussion of the dynamic nature of the brain, followed by an extended explication of Edelman's theory of neuronal group selection. Chapter 6 discusses the philosophical nature of categories, showing the fundamental dynamic properties of categories of thought and action and their development. Chapter 7 reviews evidence from human infant studies for the process of development as dynamic selection. Chapter 8 addresses the question of context specificity, and chapter 9 covers variability and selection. Chapter 10 examines the emergence of novelty, specifically the phase shift in the so-called A-not-B theory of late infancy. The final chapter offers concluding remarks and addresses issues and implications of the proposed developmental theory. Contains over 500 references. (TJQ)

ED 407 073 PS 025 112

Ollhoff, Laurie
Giving Children Their Childhood Back. Paradigm Shifts in School-Age Child Care: A Work in Progress and Discussion Guide.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Community Education School-Age Child Care.
PUB DATE- Nov 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Child Care Success for Your Kids and You: A Guide and Organizer for Working Parents.
PUB DATE- 94
NOTE- 71p.; Support for this publication was provided by the Community Foundation of Western Massachusetts.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attachment Behavior; *Day Care; *Day Care Centers; Early Childhood Education; Employed Parents; Parent Child Relationship; *Parent Materials; Parent Role; Separation Anxiety; Stress Management; Young Children
IDENTIFIERS- Caregiver Evaluation; Caregiver Qualifications; Child Care Needs; Daily Routines; Day Care Selection; Parent Caregiver Relationship

This guide is designed to assist employed parents in preparing themselves and their children for a successful child care experience. Chapter 1 covers child care selection, including resources available to aid in selection, characteristics of quality care, comparative shopping, and changing child care programs. Chapter 2 provides tips for preparing oneself for the required paperwork and forms, child care routines, and the provider-parent relationship. Chapter 3 deals with preparing one's child for entering child care, with specific guidelines for children of different ages. Chapter 4 instructs parents on clothing and other items for children at child care which can help the day run smoothly. Chapter 5 provides guidelines for staying healthy at home, reducing the spread of infection in child care settings, and identifying potential health problems common in child care settings. Chapter 6 examines ways to prepare on a daily basis for getting to child care, school, and work on time, including preparing the night before, having organized storage areas for outdoor clothing, and making a checklist of items needed for child care. Chapters 7 and 8 present guidelines for dealing with the daily separation and reuniting of parents and children to better enable them to cope with their feelings. The guide concludes with a list of resources for additional information and a child care success checklist. (Contains two references.) (DR)

ED 407 092 PS 025 214

State of the States: A Profile of Food and Nutrition Programs across the Nation.
PUB DATE- Dec 96
NOTE- 65p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Federal Programs; *Food; Hunger; Lunch Programs; *Nutrition; Poverty; *State Programs; *Trend Analysis; Unemployment
IDENTIFIERS- Food Stamp Program; Women Infants Children Supplemental Food Program

This report, compiled by the Food Research & Action Center, details food and nutrition programs throughout the United States. The report provides a national profile, a profile for each state, and a look at national trends in food and nutrition. In addition to statistical portraits of hunger, unemployment, and poverty, statistics are presented for the

Heyning, Katharina E.
Professionalism and Reform in Teaching Curriculum: An Archaeology of Postsecondary Education.
PUB DATE- Mar 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Early Childhood Education; Higher Education; Ideology; Power Structure; Professional Development; Professional Education; *Professional Recognition; Program Development; Scientific Concepts; Social Systems; Teacher Education; *Teacher Education Programs; *Teaching (Occupation)
IDENTIFIERS- Foucault (Michel); Professional Identity; *Professionalization of Teaching; University of Wisconsin Madison

This study explored the multiple effects of "professionalization" discourse on the creation of a new early childhood teacher certification program at the University of Wisconsin-Madison. The study explored two questions: How is the influence of professional ideology on the construction of the program linked to university prestige and expert knowledge? and How are professional identities represented in the text in terms of science and welfare? The work of Foucault was used to form an archaeological investigation of faculty meeting minutes and memos from the Elementary Education Area. These archival texts were examined for discursive formations without temporal relationships. In so doing, distinctions that were made about university-based teacher education, and the historical relationships through which they emerged, became more visible. The study concluded that various historical constructions governed the creation of the new program, including university prestige, expertise, psychology, and play. Seemingly apolitical, each of these constructions worked to solidify part of an apparatus of power that shapes and manages individuals and populations by formulating the terms of "normality" and "expertise." Unlike more traditional forms of governing, this type of management governs people under the auspices of being more "professional." (Author/EV)

ED 407 111 PS 025 319

Statham, June
Young Children in Wales: An Evaluation of the Implementation of the Children Act 1989 for Day Care Services.
PUB DATE- Mar 96
NOTE- 66p.; Final report of the Thomas Coram Research Unit research for the Welsh Office.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Caregivers; Compliance (Legal); Counties; *Day Care; Early Childhood Education; Family Programs; Foreign Countries; National Surveys; Parent Financial Contribution; *Program Implementation; *Public Policy; *Young Children
IDENTIFIERS- Child Care Costs; Child Care Needs; *Children Act 1989 (Great Britain); Day Care Licensing; Day Care Regulations; *Wales

This 3-year study examined the implementation of the Children Act involvement is being measured, and use of objective measurement such as direct observation and standardized data collection tools. Contains approximately 211 references. (EV)

ED 407 128 PS 025 358

Conrad, Linda Marie
Student Motivation and Cooperative Learning.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Cooperative Learning; Elementary Secondary Education; Group Activities; Informal Assessment; Learning Activities; *Motivation Techniques; Student Evaluation; *Student Motivation; Teacher Student Relationship; Teaching Methods

This paper describes one teacher's use of cooperative learning techniques to increase motivation in her students. After briefly describing the problem of student motivation, reviewing the literature that addresses the topic, and noting the characteristics of the class and students, the paper provides a detailed discussion of the teaching methods used to facilitate cooperative learning, including (1) its goal of ensuring that every student feel success, (2) the assignment of task objectives but not specific duties, (3) a component for individual assessment, and (4) the teacher's role as "guide on the side." The paper also describes evaluation methods and group-building exercises. The paper concludes by noting that cooperative learning is a powerful method of increasing student motivation. Teaching and evaluation materials and lesson plans are appended. Contains nine references. (EV)

ED 407 129 PS 025 359

County Data for Community Action: 1996 Status of Oregon's Children.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- Jun 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Crime; Demography; Early Childhood Education; Early Parenthood; High Schools; Infant Mortality; Mortality Rate; One Parent Family; Poverty; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Aid to Families with Dependent Children; Arrests; Food Stamp Program; *Indicators; *Oregon; Project Head Start; Women Infants Children Supplemental Food Program

This Children First for Oregon report, funded by a Kids Count grant from the Annie Casey Foundation, investigates state and countywide trends in the well-being of Oregon's children. The statistical report is based on 14 indicators of child well-being: (1) child abuse and neglect rates; (2) crimes against persons; (3) child death rate; (4) prenatal care; (5) infant mortality rate; (6) child care supply; (7) teen pregnancy rate; (8) juvenile arrests; (9) suicide attempts; (10) eleventh grade and neglect cases verified. Data tables, terminology, and sources are appended. (KDFB)

ED 407 146 PS 025 379

Key Facts about the Children. A Report on the Status of Florida's Children: Volume VI. The 1996 Florida Kids Count Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Carnegie Corp. of New York, N.Y.
PUB DATE- 96
NOTE- 317p.; For volume V, see PS 025 377. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; *Children; Counties; Demography; Divorce; Dropout Rate; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); Grade Repetition; Mortality Rate; One Parent Family; Out of School Youth; Prenatal Care; *Social Indicators; State Surveys; Statistical Surveys; Suspension; Tables (Data); Trend Analysis; *Well Being
IDENTIFIERS- Arrests; *Florida; *Indicators

This Kids Count report investigates county and statewide trends in the well-being of Florida's children. The statistical report is based on indicators of well-being in six areas: (1) child poverty; (2) births, including prenatal care access, infant mortality, low birth weight, and percent of births to unwed mothers; (3) teen parenthood; (4) child and teen safety, including child and teen mortality rates, teen violent deaths, runaways, and children affected by marriage dissolution; (5) education, including non-promotions, disciplinary actions, and high school graduation rate; and (6) youth and the law, including juvenile cases and youths transferred to adult court. The opening section provides information about the study and examines the crisis present among the youngest children in Florida. Section 2 presents statewide trends in demographics and indicators of child well-being. Section 3 presents state and countywide data for each indicator. Findings indicate that Florida ranks 48th in child well-being nationwide. Nearly 25 percent of Florida's children live in poverty. Advances have been made in the infant mortality rate, access to prenatal care, and child and teen violent death rates. Births to teen mothers have increased over 9 percent since 1980. In the last 5 years, the number of school disciplinary actions has increased almost 17 percent and delinquency cases have increased 32 percent. There are considerable racial differences in many of the indicators of well-being. Appendices present county rates for each indicator, racial and age group differences, terminology, and data sources. (KDFB)

ED 407 147 PS 025 380

Terry, Susan Palmer; Hall, Douglas E.
Kids Count New Hampshire, 1996.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)

The Brown University Child and Adolescent Behavior Letter, 1996.
PUB DATE- 96
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescent Development; *Adolescents; At Risk Persons; *Child Behavior; Child Development; Child Health; Child Psychology; Childhood Needs; *Children; Family Mobility; High Risk Students; Homeless People; Infant Mortality; Infants; Mental Health; Newsletters; Perceptual Development; Prenatal Drug Exposure; Residential Care; Stereotypes; Student Mobility; Suicide; Violence; *Youth Problems
IDENTIFIERS- Aspergers Syndrome; Ritalin

These 12 monthly newsletters from 1996 explore the many problems encountered by children and adolescents as they grow up. Regular departments in the newsletter issues include "Keep Your Eye On...," which briefly presents results of research into childhood and adolescent problems; "What's New in Research," summarizing research from recent publications and professional conferences; "Commentary," featuring editorials from various professionals working with children and adolescents; "Announcements," which lists events and conferences of interest to those working with adolescents; book reviews; and client handouts designed for use by practitioners. Major topics featured in the 1996 newsletters include: (1) Asperger's Disorder, adolescent suicide and its effect on the mental health professional, why the child protection system doesn't work, and infant mortality (January); (2) lead exposure and delinquency, effects of homelessness, reducing the trauma of divorcing parents, and taking care of the caregivers (February); (3) screening preschoolers for developmental problems, physical attractiveness stereotypes among young children, overuse of Ritalin, and the effects of growing up with violence (March); (4) infant competence, effects of family mobility, drug-exposed infants, and choosing toys (April); (5) design of youth residential care, juvenile justice, and mental health treatment and managed care (May); (6) Romanian orphans, organization of language in the brain, and juvenile justice (June); (7) "lost" (disconnected from society) youth, and violence in schools (July); (8) use of physical restraint in mental health facilities and testing for Attention Deficit Hyperactivity Disorder (ADHD)(August); (9) cocaine and drug-exposed babies, fathers and adolescent eating disorders, and violence in schools (September); (10) the meaning in babies cries, and adolescent girls in middle school (October); (11) early receptive language, eye movement desensitization and reprocessing (EMDR)(November); and (12) policy reform and family values, the Neonatal Behavioral Assessment Scale (NBAS) developed by T. Berry Brazelton, and protecting children in the welfare reform process (December). A year-end index to the issues in this volume facilitates searching for particular topics. (DR)

ED 407 164 PS 025 413

Horner, Sherri L.
The Effects of Observational Learning on Preschoolers' Alphabet Knowledge.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Meeting of the Eastern Educational Research Association (Hilton Head Island, SC, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

person. Information on how to find and use ERIC system resources on the Internet is provided in Chapter 4, while Chapter 5 is a bibliography of ERIC documents and journal articles on "The Internet and Early Childhood Educators." The guide concludes with a glossary of Internet-related terms, an index, and an appendix of materials from and about the ERIC system and the ERIC Clearinghouse on Elementary and Early Childhood Education. (BC)

ED 407 180 PS 025 494

Parker, Faith Lamb, Ed.; And Others
Making a Difference for Children, Families and Communities: Partnerships among Researchers, Practitioners and Policymakers. Summary of Conference Proceedings of Head Start's National Research Conference (3rd, Washington, D.C., June 20-23, 1996).
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Jun 96
NOTE- 726p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Child Health; Child Rearing; Day Care; Early Childhood Education; Educational Policy; *Educational Practices; Educational Research; Low Income Groups; Mental Health; *Partnerships in Education; Program Evaluation; Research and Development; School Readiness; Substance Abuse; *Theory Practice Relationship; Violence
IDENTIFIERS- Administration for Children Youth and Families; *Family Support; *Project Head Start; Resilience (Personality)

The first section of this book of proceedings contains the text of the conference's opening keynote speech by Edward Zigler and six other special sessions. The second section presents the texts of 61 symposia, divided into nine topical areas. Topics are "Head Start Partnerships, Research, Practice, and Policy," "ACYF Research, Demonstration, and Evaluation Branch Symposia," "Community Violence and Substance Abuse," Early Education, Child Care, and School Readiness," "Family Support and Parenting," "Health, Mental Health, and Resiliency," "Methods for Assessing Low-Income Minority Families," "Program Evaluation," and miscellaneous topics. The third section presents short descriptions of approximately 200 poster sessions divided into 21 topical areas: (1) adolescent mothers; (2) research from other countries; (3) child care; (4) child mental health; (5) children with special needs; (6) cultural and linguistic diversity; (7) curriculum and classroom practice; (8) family and community; (9) family support; (10) health and nutrition; (11) infants and toddlers; (12) literacy and home learning; (13) mental health; (14) new methods; (15) normative child development; (16) parenting; (17) professional development; (18) social and academic competence; (19) homelessness; (20) poverty; and (21) transition. Appendices include a list of cooperating organizations and program committee members, list of peer reviewers, index, and directory of participants. (BC)

ED 407 181 PS 025 516

Feng, Jianhua
YaYi MeiGuo ErTong: JiaoShi Suo Ying LiaoJie De. (Asian American Children: What Teachers Should Know). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

talents, abilities, and personalities. The curriculum included required skills courses; interdisciplinary courses in which students studied a single idea or concept from various perspectives; and minicourses that concentrated on specialized topics suggested by students and teachers. Instead of grades, students received personalized written evaluations that emphasized student accomplishments, as opposed to failures. An "open classroom" approach also allowed teachers and students to interact outside of instructional time and encouraged teachers to act as coordinators and facilitators of student learning. Although the program was regarded as a success, it was terminated in 1976 due to pressure from school administrators. (LP)

ED 407 198 RC 020 973

Reyhner, Jon
Progressive Education and the "Indian New Deal."
PUB DATE- 13 Oct 96
NOTE- 11p.; Paper presented at the Annual Meeting of the National Indian Education Association (Rapid City, SD, October 13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Bilingual Education; Boarding Schools; Community Schools; *Culturally Relevant Education; Educational History; *Educational Philosophy; *Educational Practices; Elementary Secondary Education; Experiential Learning; Higher Education; Politics of Education; *Progressive Education; *Reading Instruction; Teacher Education; Teaching Methods
IDENTIFIERS- *Bureau of Indian Affairs Schools; Learner Centered Instruction

This paper examines the progressive education movement and its effect on American Indian education. Progressive education became popular during the late 19th century during the period when American Indian children were being enrolled in Bureau of Indian Affairs (BIA) schools. John Dewey, who is considered the father of progressive education, stressed the importance of learning from experience as an alternative to traditional education that was academic in orientation and irrelevant to students. In 1928, the Meriam Report determined that American Indian education was failing according to the principles of progressive education. In 1929, Charles Rhodes, the new Commissioner of Indian Affairs, echoed the Meriam Report, and recommended that local materials and daily experiences be used to teach American Indian students. He also asked that elementary teachers encourage their students to write about their customs, legends, and economic and social activities. This focus on active learning marked the beginning of a new philosophy that would influence American Indian education during the next several decades. Others areas that were strongly influenced by the progressive education movement included the implementation of methods for teaching English and reading that were relevant to Indian students' life experiences, development of bilingual and English as a Second Language programs, use of thematic units, and replacement of boarding schools with community schools. By the 1950s, progressive education was in decline in BIA schools due to criticisms of its methods, decentralization of governance, and budget cuts. This paper suggests that the educational practices implemented during the progressive education movement have

IDENTIFIERS- Delaware; District of Columbia; Dwight D Eisenhower Math and Science Educ Program; Maryland; New Jersey; Pennsylvania; *United States (Mid Atlantic States)

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Mid-Atlantic Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Mid-Atlantic Region, which includes Delaware, the District of Columbia, Maryland, New Jersey, and Pennsylvania. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, assistance programs; and educational technology programs. (MKR)

ED 407 214 SE 055 753

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Mid-Continent Region.

SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 95

NOTE- 129p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs

IDENTIFIERS- Colorado; Dwight D Eisenhower Math and Science Educ Program; Kansas; Missouri; Nebraska; North Dakota; South Dakota; United States (Midwest); United States (Rocky Mountain States); Wyoming

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Mid-Continent Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4:

NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Catholic Schools; *Educational Opportunities; *Educational Resources; Foreign Countries; Grade 8; Instructional Materials; Junior High Schools; Knowledge Base for Teaching; *Mathematics Achievement; Mathematics Education; Minority Groups; Private Education; Rural Schools; *Student Characteristics; Suburban Schools; Teacher Competencies; Teacher Effectiveness
IDENTIFIERS- *Opportunity to Learn; Taiwan

The focus of this paper is to further understanding of the distribution and the effects of an expanded conception of opportunity to learn on student mathematics achievement. In addition to descriptive statistics, a set of two-level hierarchical linear models was employed to analyze a subset of the restricted-use National Education Longitudinal Study of 1988 database. The results revealed that on different scales, various kinds of opportunities to learn mathematics are associated with student mathematics achievement, and opportunities are unequally distributed among different categories of schools. Four implications for educational policymaking are provided. They are: (1) the need to recruit, retrain, and retain teachers with adequate mathematical knowledge; (2) to encourage high content and level of instruction (including a high level of instruction, broad coverage, and an optimum amount of homework, which should be meaningful rather than merely busywork); (3) to provide more advanced mathematics courses, including replacing general mathematics with more advanced courses for the majority of the student body without decreasing the content; and (4) to increase learning opportunities in disadvantaged areas. Contains 85 references and 4 data tables. (Author/PVD)

ED 407 232 SE 059 964

Johnson, Virginia M.
Investigating the Relationship between Procedural and Mathematical Writing Responses.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Education; *Evaluation Methods; Grade 3; Grade 4; *Mathematical Concepts; Mathematics Education; Symbolic Language; Teaching Methods; *Writing Across the Curriculum

Researchers have reported that children's writing about mathematical concepts can give teachers valuable insight into students' mathematical understanding. There are, however, factors which place constraints on the adequacy of written products to reveal the quality and degree of children's conceptual understanding. This study examined the relationship between the procedural writing and mathematical writing of third and fourth grade students. Five scripted writing prompts were administered to four classrooms in a suburban elementary school (n=120). Only those responses of children whose parents indicated their approval and who were present for all of the writing samples were considered. Two of these prompts were information and the development of a typology of strategies. The focus of the study was on describing student activities as they use online resources to find information. The goals of the study were to investigate how students use features of Web-based technology, and how they approach the task of finding and using information in the Web environment. From the results, it is clear that the students are not engaged and thoughtful by virtue of being online; rather, the students are constrained, which may be connected to their consistent reduction of the task to finding an answer or a perfect source. The subjects in this study adapted easily to using the Web through standard Web tools, but none of the focus students progressed beyond naive use of the tools available. Contains 31 references. (DDR)

ED 407 253 SE 060 161

Excite the Mind: Evaluating the Impact of Network Partnerships.
PUB DATE- Mar 97
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Career Awareness; Community Involvement; Elementary Education; Mathematics Instruction; Mentors; *Partnerships in Education; *Program Evaluation; Science Instruction; Science Programs; *Scientists; Standardized Tests
IDENTIFIERS- Ohio

This report describes an evaluation study designed to examine two major aspects of a partnership program sponsored by the Science and Mathematics Network of Central Ohio. Those aspects are: (1) changes in partners' perceptions about partnering; and (2) science and mathematics education and the impact of partnerships on the instructional process. Two major evaluation activities were employed to accomplish the goals. The first activity had to do with the results from a questionnaire used by the Network to collect comparative before and after data on perceptions. The questionnaire contained scaled and open-ended items designed to capture participants' attitudes toward partnering and science and mathematics education. The second major evaluation activity to examine partners' perceptions toward the impact of the partnership on instructional strategies was an interview study consisting of semi-structured telephone interviews with questions focused on the nature of the partnering relationship and corresponding changes in instructional practices. The report also contains information divided into the following categories: (1) history of network evaluations; (2) 1996 evaluations; (3) methodology; (4) major results and findings; and (5) appendices. (DDR)

ED 407 254 SE 060 186

Flick, Lawrence B.; Dickinson, Valarie L.
Teacher Intentions, Teaching Practice, and Student Perceptions of Inquiry-Oriented Teaching.
PUB DATE- 22 Mar 97
NOTE- 45p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Constructivism (Learning); *Discourse

This document, in both French and English versions, is the Chemistry 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 44 multiple-choice and 12 numerical-response questions of equal value that are worth 70% of the examination, and 2 written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice, numerical-response, or written response questions. The exam booklet also contains a chemistry data booklet and blank perforated pages for rough work. (JRH)

ED 407 274 SE 060 214

Physics 30: Grade 12 Diploma Examination = Physique 30: Examen en vue du diplome 12 annee.
PUB DATE- Jan 97
NOTE- 75p.
LANGUAGE- English; French
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; *Physics; *Science Tests; Scientific Concepts; Testing
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document, in both English and French versions, is the Physics 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 37 multiple-choice and 12 numerical-response questions of equal value that are worth 70% of the examination, and 2 written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice, numerical-response, or written response questions. The exam booklet also contains a tear-out data sheet, a Periodic Table of Elements, and blank perforated pages for rough work. (JRH)

ED 407 275 SE 060 215

Mathematics 33: Grade 12 Diploma Examination = Mathematiques 33: Examen en vue du diplome 12 annee.
PUB DATE- Jan 97
NOTE- 94p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; Mathematical Concepts; *Mathematics; *Mathematics Tests; Testing
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document, in both English and French versions, is the Mathematics 33 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 37 multiple-choice and 12 numerical-response questions of equal value that are worth 70% of the examination, and 4 written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice, numerical-response, or written response questions. The exam booklet also contains a mathematics data booklet and blank perforated pages for rough work. (JRH)

ED 407 276 SE 060 216

Mathematics 30: Grade 12 Diploma Examination = Mathematiques 30:

DESCRIPTORS- Content Analysis; Early Childhood Education; Elementary Education; Foreign Countries; Higher Education; Inservice Teacher Education; *Music; *Music Education; *Music Teachers; Preservice Teacher Education; Teacher Education Programs; Textbooks
IDENTIFIERS- Preservice Teachers

This paper reports on a study to explore the perspectives of authorities, pre-service and in-service teachers regarding appropriate music course content for non-specialists. Data were obtained from conducting a content analysis of 20 textbooks and course outlines, surveying 250 education students labeled "early years" or "elementary," and interviewing 413 classroom teachers labeled "primary" or "intermediate." Perhaps the most notable outcome of the study was that many of the music topics identified as useful by pre-service and in-service teachers would not likely be addressed in significant ways by music teacher educators. Data suggest that music courses for the classroom teacher should target the correlation of music with other knowledge domains. Contains 11 references and 8 figures. (EH)

ED 407 298 SO 026 897

Roberts, Thomas B.; Hruby, Paula Jo
Entheogens - Return of the Ostracized.
PUB DATE- 96
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Drug Use; *Mysticism; Pharmacology; *Philosophy; *Religion; *Religion Studies; Religious Differences
IDENTIFIERS- *Entheogens

This paper explores the roles that "entheogens" have played in religions from early shaman times to contemporary indigenous and syncretic practices. The word "entheogen" was coined to denote pschyoactive chemicals and botanicals which engender the experience of God within (Ott, 1993). Part 1 of the paper points to three background changes that provide a more supportive climate for investigating entheogens than has occurred for many years. Part 2 discusses entheogens' possible contributions to religious and educational research. Part 3 describes provocative pilot studies and research questions which can guide additional research. Some of these topics are: the nature of the human mind; pastoral counseling; experimental mysticism; and the dispute over drug-assisted primary religious experience. Contains 95 references. (EH)

ED 407 299 SO 026 898

Character Education Manifesto.
PUB DATE- Feb 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Codes of Ethics; Elementary Secondary Education; Integrity; *Moral Development; *Moral Values; *Personality; *Personality Development; *School Community Relationship; Social Cognition

represent public library use by members of each household surveyed and not by individual persons within households. This report presents the findings for each of the items for all households. About 44% of the households included individuals who used public library services in the month prior to the interview and 65% of households used public library services in the past year. About one-third (35%) reported that no household members had used library services in the past year. Public library use was more common in households with children under 18 than in households without children. The most common way of using public library services in the past month was to go to a library to borrow or drop off books or tapes (36%). About half as many households (18%) reported visiting the library for other purposes, such as lecture or story hour or to use library equipment. The highest percentage of households who had used the library in the past month reported library use for enjoyment or hobbies, including borrowing books or tapes or attending activities (32%). Two other purposes were getting information for personal use, and using library services or materials for a school or class assignment. There is considerable variation among states in the percentage of households that used public library services in the past month and the past year. Also included in this report are the survey methodology and data reliability; response rates; nonsampling errors; and sampling errors. Five tables present survey results. (AEF)

ED 406 986   IR 056 361

Cawthorne, Jon E., Comp.; Bleiler, Richard, Comp.
Internet Training in ARL Libraries. SPEC Kit 220.
PUB DATE- Mar 97
NOTE- 165p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Electronic Classrooms; Higher Education; Information Technology; *Internet; *Library Instruction; Library Research; Library Surveys; Staff Development; Training; Use Studies; *Workshops; World Wide Web
IDENTIFIERS- *Association of Research Libraries

This survey gauged the number of academic libraries offering workshops and classes on the use of the Internet and the World Wide Web. In the spring of 1996, a survey on Internet instruction was distributed to the then 119 ARL member libraries. The survey asked about instruction methods, instructional facilities, planning, technology, publicity, and documentation of the existing courses. A total of 56 responses (47%) were received. Ninety-one percent of the respondents offer or plan to offer Internet training to their users. Most of the respondents offer a series of non-credit independent workshops for faculty, staff, and students. A number of the libraries offer Internet instruction in non-library campus buildings using a variety of the technologies currently available. Sixty percent of the libraries collaborate with other departments and their computing center. Ninety-two percent of the libraries have at least one classroom for the purpose of Internet training, but less than half (46%) have classrooms that contain computers in sufficient numbers that students are permitted to have their own computer. In addition

February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Guides; *Administrator Role; College Administration; Community Colleges; *Decision Making; *Leadership Responsibility; *Moral Values; Two Year Colleges

Although community college leaders are regularly faced with decisions that have significant ethical import, they tend to have little if any formal preparation in how to make them. For the most part, administrators want to make decisions that improve the effectiveness of educational delivery, promote organizational health, are congruent with institutional policies, and are morally justified. This moral dimension can lead administrators either to become very empathetic, meticulously follow every rule, or trust in their own sense of personal integrity. Increasingly, professions are developing practical guidelines to guide practitioners in reasoning for moral choices. A model for moral decision-making, adapted from a guide for nurses to the field of educational administration, includes the following 10 steps: (1) determine if an ethical problem exists; (2) determine what additional factual information is needed; (3) identify the ethical issues in the situation; (4) define personal and professional moral stances; (5) identify the moral stances of others in the situation; (6) determine if the situation contains any conflicts of moral values; (7) determine who should make the decision; (8) identify a range of options for actions and the consequences of each option; (9) decide on a course of action and carry it out; and (10) review and evaluate the results of any action taken. (HAA)

ED 407 004 JC 970 188

Gallego, Augie; And Others
Avoiding Entropy: Reforming the Curriculum Approval Process in a Multi-college District.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *College Administration; *College Planning; Community Colleges; *Curriculum Development; Curriculum Evaluation; *Database Management Systems; Governing Boards; *Multicampus Districts; Organizational Development; *Policy Formation; School District Reorganization; Two Year Colleges
IDENTIFIERS- San Diego Community College District CA

The San Diego Community College District (SDCCD), in California, is a multi-college district in which many students cross-enroll in two or more colleges. Beginning in 1978, the District began efforts to align courses and programs across the individual colleges, including the implementation of districtwide accreditation and procedures related to instruction and educational program approval. Curriculum development at SDCCD,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Community Colleges; Course Descriptions; *Distance Education; Inplant Programs; *Interactive Television; Nontraditional Education; *Program Costs; Program Development; Program Implementation; *Telecommunications; Two Year Colleges; *Video Equipment
IDENTIFIERS- Vincennes University IN

In fall 1995, Vincennes University, a two-year college in Indiana, began offering an "Introduction to Business" course to personnel at a manufacturing company located approximately 5 hours from the college. In spring 1996, the same course was also delivered to a high school located over 2 hours from the college. The course was delivered via two-way compressed audio/video technology over existing ISDN telephone lines, allowing the instructor to control all equipment, including local and distant cameras, and allowing students to see each other via television monitors. Costs for developing such a course can range from $25,000 to $100,000 for hardware and monitors, while telephone line charges currently run $25 per hour. Both the employees and high school students adapted well to the format, outperforming a control group of traditional college freshman with respect to grades. Problems experienced with the technology included occasional improper connections and the need for a local proctor during testing. Before establishing distance courses, department chairs must ensure that faculty receive training with the appropriate technical people. Other issues to consider include ensuring that the design of the local classroom facilitates the interface to the equipment and that sound instructional methodologies are used. Finally, faculty concerns related to the perceived threat to their positions on campus and ownership of courses once they leave the local classroom should also be addressed. (HAA)

ED 407 021 JC 970 205

Rieley, James
Reframing Organizational Thinking.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; *Administrator Attitudes; *Change Strategies; College Planning; Higher Education; *Organizational Change; *Organizational Climate; Organizational Development; *School Culture; *Systems Approach
IDENTIFIERS- *Mental Models

After a decade of institutional turmoil, including a succession of four chief executive officers, efforts were undertaken at one educational institution to identify the cultural dynamics at play in the organization and reframe its approach to management. A brief survey was distributed to over 125 people on the college's management council asking respondents to choose one of five statements that best described the college's place along a quality continuum ranging from dysfunctional society to community. The reaction to the survey reflected the

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Class Size; *Community Colleges; *Course Objectives; *Educational Practices; Faculty Workload; Teacher Characteristics; Teaching Methods; Two Year Colleges; *Writing Instruction; Writing Research; *Writing Teachers
IDENTIFIERS- Saint Louis Community College MO

As part of a sabbatical leave for professional development, a faculty member from Missouri's St. Louis Community College (SLCC) undertook a survey to determine principles and instructional practices in community college writing programs. A literature review was conducted of theories related to writing instruction. In addition, questionnaires were sent to department chairs or writing program coordinators at 45 public community colleges having a student population of at least 5,000, site visits were conducted at 2 colleges similar to SLCC, and 2 national writing conferences were attended. The questionnaire sought information on the purposes, administration, and instructional practices of respondents' writing programs. Study findings, based on responses from 23 program administrators, included the following: (1) the most commonly cited purposes were to help students use writing for lifelong learning and prepare students for employment, cited by 10 respondents each, and develop students' basic writing skills, cited by 7 respondents; (2) respondents indicated that adjuncts taught fully 69% of the composition courses; (3) 61% of faculty were assigned five courses per term, while average class sizes were 27 for composition courses and 22 for basic writing courses; and (4) the most frequently used instructional methods were in-class workshops, conferences, collaborative learning, in-class writing, peer tutoring, and computer-assisted instruction. Contains 43 references. The survey instrument and a list of participants are appended. (HAA)

ED 407 038 JC 970 268

Townsend, Barbara K.
Using the Internet To Teach about the Community College.
PUB DATE- Apr 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Council of Universities and Colleges (Anaheim, CA, April 12-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Colleges; Educational Technology; *Electronic Mail; Higher Education; *Instructional Innovation; *Postsecondary Education as a Field of Study; Program Effectiveness; Student Reaction; Two Year Colleges; *World Wide Web
IDENTIFIERS- *Web Pages

For several semesters, a professor of higher education at the University of Memphis, in Tennessee, has incorporated electronic mail and the Internet into assignments and classes, including a course on community colleges. At the beginning of courses, a list of e-mail addresses is compiled and distributed to students to enhance communication. Problems with the use of e-mail, however, include the fact that not all students have e-mail access when the course begins and not all systems are compatible for exchanging files. E-mail does provide the major programs and outlines characteristics of a learning orientation or disposition in early childhood. The learning disposition involves the tendency to want to do something, sensitivity to being alert to the appropriate occasion, and the actual ability. The social discourses witnessed by children provide them with the setting to develop theories about themselves as learners with particular learning dispositions. Dispositions are linked to children trying out various "possible selves" which are linked to social discourse and add a longer time frame. Five discourses parallel the curriculum aims for early childhood in New Zealand: well-being, belonging, contribution, communication, and exploration. The first discourse entails having an informed and thoughtful sense of what it is to be a 4-year-old; to be sometimes a grown-up and sometimes to reveal one's childishness. The second involves belonging and taking a responsible view of rules and routines. The third discourse involves sometimes being a friend and sometimes not, to question the constraints of friendship and gender, to question stereotypes about gender, ethnicity, and disability. The fourth discourse is to combine being heard with listening or watching. The fifth discourse is to explore and experiment on the understanding that sometimes one will get it wrong. (Includes the experiences of two children to illustrate the dispositions in action in an early childhood program. Contains approximately 60 references.) (KDFB)

ED 407 056 PS 023 738

Phillips, Linda; Steinkamp, Michelle
Improving Academic Motivation.
PUB DATE- May 95
NOTE- 97p.; M.A. Action Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Cooperative Learning; Educational Strategies; Grade 4; Grade 5; Intermediate Grades; *Learning Motivation; Low Achievement; Motivation; *Motivation Techniques; Portfolio Assessment; Portfolios (Background Materials); Self Motivation; Student Educational Objectives; *Student Motivation; Underachievement
IDENTIFIERS- *Achievement Motivation Training; Motivational Design; Rockford School District 205 IL

This practicum project implemented a program designed to improve the motivation to learn among fourth- and fifth-graders in a fast growing, industrial community surrounded by prosperous farms in northern Illinois. The problem of low motivation was documented by systematic classroom observations, teacher interviews, and student surveys. Analysis of probable cause data revealed that students had little or no ownership in their learning, demonstrated little confidence and low self-esteem, and exhibited an inability to transfer learning. A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem setting, resulted in the selection of four major categories of intervention: implementation of cooperative learning strategies, development of a portfolio assessment plan, application of a tool to foster organizational skills, and institution of goal-setting techniques. The four-part intervention had a positive influence on the students' academic motivation. Evidence of academic motivation included an increase in the number of extra academic activities completed, the positive feedback on the portfolio assessment and assignment notebook, the relationship between the goals set and then accomplished, and the positive classroom

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Caregiver Child Relationship; *Caregiver Role; *Child Caregivers; Childhood Needs; Community Involvement; Day Care Effects; Elementary Education; Empowerment; Ethics; *Family Day Care; Maturity (Individuals); Play; *School Age Day Care; Self Control
IDENTIFIERS- *Professionalism

School-age child care is a relatively new phenomenon, created as a result of the loss of the geographically close extended family and the influx of women into the workforce. This manual examines the nature of school-age child care and those who provide it. The first section examines: the purpose of school-age child care; the role of the child care provider; and the issue of professionalism. The next five sections examine the following issues in school-age child care: (1) empowering vs. herding, empowering children so that they can be growing, active participants in their own development as well as decision-makers about their own child-care program; (2) play vs. busy-ness, teaching children the value of play, playing hard, playing fair, and resting; (3) community building vs. activities, making ethical behavior and community involvement an integral part of child care; (4) maturity vs. sophistication, stressing the danger of sophistication without maturity; and (5) self-disciplined vs. teacher-punished, noting the connection between empowerment and self-discipline in the child care paradigm. The manual concludes with sections on problems and solutions that children face, and issues for further study. The manual and accompanying discussion guide contain over 70 references. (TJQ)

ED 407 074 PS 025 116

Katz, Lilian G.; Chard, Sylvia C.
Engaging Children's Minds: The Project Approach.
PUB DATE- 89
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Active Learning; Child Development; Class Activities; Early Childhood Education; Instructional Innovation; *Learning Activities; Parent Participation; Primary Education; Student Motivation; *Student Projects; Teacher Role; Teacher Student Relationship; Teaching Methods; *Young Children
IDENTIFIERS- *Project Approach (Katz and Chard); Task Engagement

A project is an in-depth study of a particular topic that one or more children undertake, and consists of exploring the topic or theme such as "building a house" over a period of days or weeks. This book introduces the project approach and suggests applications and examples of this approach in action. Chapters are: (1) "Profile of the Project Approach," defining the approach and describing how project work complements other parts of the preschool curriculum; (2) "Research and Principles of Practice," discussing the conceptual basis for a project approach; (3) "Project Work in Action," illustrating the variety of project work; (4) "Features of the Project Approach," presenting guidelines for project topic selection, types of project activities, choices children make in project work, the teacher's role, and the three phases of project work;

following programs: (1) School Breakfast Program; (2) National School Lunch Program; (3) Summer Food Service Program; (4) Food Stamp Programs; (5) Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); and (6) Child and Adult Care Food Program. The same topics and programs are covered in the profiles for each state. The report concludes with a look at national trends presented in graphic form for: (1) poverty; (2) food stamps; (3) unemployment 1969-1995; (4) school breakfast program participation 1976-1996; (5) summer food program participation, 19976-1995; (6) WIC participation 1974-1995; and (7) Child and Adult Care Food Program day care home attendance 1989-1995. An overall view of these profiles suggests that poverty, food stamp usage, and unemployment have all risen. The School Breakfast Program, WIC, and Child and Adult Care Food Programs have all seen increased participation, while participation in the Summer Food Program decreased drastically in the late 1970s and has risen slightly throughout the 1980s and 1990s. (DCP)

ED 407 093 PS 025 216

Child Care Center Start-Up Manual (2nd Edition).
PUB DATE- 95
NOTE- 92p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Budgeting; Child Caregivers; Day Care; *Day Care Centers; Early Childhood Education; *Educational Administration; Labor Turnover; Money Management; Needs Assessment; Professional Development; *Program Administration; Recruitment
IDENTIFIERS- Child Care Costs; Day Care Regulations; Networks (Persons); New York

This manual is intended to be used as a guideline for establishing a high quality child care program. It is based on New York State regulations and on widely accepted practices that support early childhood development. Chapter 1 gives an overview of the start-up process and includes a checklist of major tasks. Chapter 2 discusses assessment procedures to determine the need for services and one's ability to provide services. Chapter 3 concerns the development of a business plan, including describing the business and its legal structure, outlining financial data and providing supporting documents such as credit information forms. Chapter 4 discusses the development of a sound financial management plan, including securing start-up funds, budgeting for typical start-up expenses, and developing an operating budget. Chapter 5 concerns daily program management, including a self-assessment of management skills, resources for networking and professional development, establishment of standards of quality, and using communication as a management tool. Chapter 6 addresses the recruitment and retention of qualified staff, especially establishing personnel policies, job descriptions, the interview process, and establishing a payroll. Chapter 7 presents tips for developing and maintaining the program facility, including equipment, fire protection, safety and sanitation, and outdoor space. Chapter 8 describes the development of administrative policies and procedures in the areas of personnel management, child guidance, health, sanitation, nutrition, transportation, safety, confidentiality, in Wales, which deals with providing, coordinating, and regulating day care and related services for children under 8 years. Data were collected through interviews with key officers and representatives of child care organizations, a national survey of day care providers, and an analysis of local authority policy documents and government statistics on day care. Results indicated that there has been a substantial increase in independent day care services in the past 10 years, but access remains dependent on parents' ability to pay. Welsh medium preschools are widely available, and many child care providers introduce some Welsh language to children. Positive working relationships exist among service providers, but there has been less progress with joint service planning. Day care regulation has improved with few services closing. Welsh counties vary in resources allocated to day care regulation and inspection staff workloads. Results also suggest that although the Children Act has achieved some worthwhile improvements in day care services, its impact has been limited by continuing fragmentation and low priority of services for young children, and the lack of a national early childhood policy. Based on the results, recommendations were made in the areas of planning and development of services, regulation, support and training for providers, provision for children in need, interagency cooperation, and equal access to services. (Appendices list the national child care organizations consulted and publications related to the Children Act. Contains 17 references.) (KDFB)

ED 407 112 PS 025 320

Palm, Glen F.
Understanding the Parent Education Needs of Incarcerated Fathers.
PUB DATE- Nov 96
NOTE- 11p.; Paper presented at the Annual Conference of the National Council on Family Relations (Kansas City, MO, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Fathers; Focus Groups; Interviews; Parent Attitudes; Parent Background; *Parent Child Relationship; *Parent Education; Parent Responsibility; *Parent Role; *Prisoners
IDENTIFIERS- *Incarcerated Parents

This study examined parent education needs of fathers incarcerated at a state correctional facility. Focus groups and follow-up individual interviews were used with 30 fathers ranging in age from 17 to 28. All of the men had at least one child 6 years of age or younger. The sample represented a range of cultural and family backgrounds. The findings of the study suggested five themes. First, fatherhood has a profound influence on men's lives and may be an important motivation to build a more responsible and mature lifestyle. Second, the quality of the attachment relationship is variable and is often influenced by the tenuous nature of the father-child relationship and a strained relationship with the child's mother. Third, there is a number of ways that incarcerated fathers maintain contact with their children, including visitation, letters, phone calls, and sending money or presents. Common emotions around interacting with children during visitation at the prison included ambivalence, embarrassment, and discomfort. Fourth, incarcerated fathers have unique parenting concerns, including (1) their inability to fulfill role expectations of provider, protector, and role reading proficiency; (11) eleventh grade math proficiency; (12) high school students involved in professional-technical education; (13) high school dropout rate; and (14) child poverty. Indicators are defined and data sources explained. For each county and statewide, the report lists the number of child receiving aid in 1996 from Aid to Families with Dependent Children, Food Stamps, Head Start or prekindergarten programs, Medicaid, or the Women, Infant, Children Nutrition Program; the 1995 population, 1990 and 1994-95 indicator data, the county rank for each indicator, the 1995 benchmark, and current indicator data compared to the 1995 benchmark. Overall, the findings presented indicate that Oregon is on target for benchmarks set for infant mortality and child care supply. The report notes that strategic planning is needed to reach milestones and to compensate for diminishing federal funds and block grants. (KDFB)

ED 407 130 PS 025 362

Bullying: Don't Suffer in Silence. An Anti Bullying Pack for Schools.
PUB DATE- Sep 94
NOTE- 142p.; Based on the outcomes of the Sheffield University anti bullying project and incorporating the outcomes of the Playgrounds Project.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Antisocial Behavior; Assertiveness; Behavior Problems; Children; Classroom Environment; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; Foreign Countries; Peer Counseling; Quality Circles; Resource Materials; *School Policy; *Student Behavior; Teaching Methods
IDENTIFIERS- *Bullying

Recognizing teachers' responsibility to maintain acceptable standards of discipline and behavior in school, this book assists schools in developing an effective whole-school approach against bullying behavior. It details practical intervention methods, illustrates these methods through case studies, and tells schools where they can obtain further information. Part 1 gives an overview of the process of developing, implementing, and monitoring a whole-school policy, including assessment, raising awareness, consulting staff in policy development, communicating the policy, encouraging cooperative behavior, discussing bullying incidents with students, sanctions, dealing with minor and serious incidents, and the use of exclusion. Part 2 defines bullying and gives statistics on its incidence. Part 3 provides procedures to determine the incidence of bullying at school, including survey development, and to analyze results over time. Part 4 presents teaching strategies relevant to bullying, including media use, curricular materials, quality circles, and teaching students how to challenge bullying. Part 5 examines working with students in bullying situations, using the method of shared concern, the no blame approach, assertiveness training, peer counseling, and "bully courts." Part 6 discusses strategies for use outside the classroom, including developing a play policy, improving supervision, and recognizing and managing challenging behavior. Part 7 presents four case studies of anti-bully intervention at primary and secondary schools. Part 8 lists additional resources, and Part 9 describes the Sheffield

DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Health; *Children; Demography; Dropout Rate; Early Parenthood; *Family Income; Family (Sociological Unit); Family Structure; Grade 3; Mortality Rate; One Parent Family; Out of School Youth; Poverty; Primary Education; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Urban Areas; *Well Being

IDENTIFIERS- Aid to Families with Dependent Children; Arrests; Food Stamp Program; *Indicators; Medicaid; *New Hampshire

This Kids Count report presents statewide trends in the well-being of New Hampshire's children. The statistical report is based on 14 indicators of child well being: (1) children in poverty; (2) fatherless families; (3) maternal education; (4) teen births; (5) births to unmarried mothers; (6) low birth weight births; (7) insurance coverage; (8) prenatal care; (9) students' language arts and mathematics proficiency; (10) idle teens; (11) family income level; (12) Medicaid coverage; (13) Aid to Families with Dependent Children; and (14) food stamp assistance. Results indicate that, overall, New Hampshire's children live in good conditions, with the state ranking first among the 50 states for the past several years. However, there are significant differences among the state's communities. This report focuses on vulnerable children and the impact of family economic conditions. All New Hampshire towns and cities were divided into 5 clusters with similar economic conditions based on per capita income, median family income, percent of children in poor families, and percent of persons between 185 percent of poverty. The economic cluster analysis shows that: (1) wealthier communities are concentrated in the southeast; (2) in poor communities in the west and north, significantly higher proportions of children are at risk for almost every indicator. Across all economic clusters, family income and structure correlated most strongly with child well-being. The report suggests that the state's primary goal should be to narrow the gap between the wealthiest and poorest children and between the wealthiest and poorest communities. Appendices present individual town data, labor market area data, definitions, and a glossary. (KDFB)

ED 407 148 PS 025 381

Alston, Enid; Stratford, Robert

Living Abroad: The Adjustment of Children during International Relocation.

PUB DATE- Aug 96

NOTE- 13p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); Anxiety; Childhood Attitudes; *Children; Emotional Adjustment; Emotional Response; Expectation; *Foreign Countries; Language Proficiency; Parent Influence; Physical Environment; *Relocation; Social Support Groups

IDENTIFIERS- Additive Models; Austria (Vienna); Support Systems

This pilot study on international relocation examined the adjustment experiences of 68 children, age 9 to 11 years, who relocated to Vienna, Austria either from their native country or from another overseas setting. The study proposed an additive model of adjustment which took into account potential sources of adjustment within the relocation situation as causes

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Emergent Literacy; Imitation; Learning Processes; *Letters (Alphabet); *Modeling (Psychology); *Observational Learning; *Preschool Children; Preschool Education; Questioning Techniques; Social Cognition
IDENTIFIERS- Alphabet Books

This study examined the effects of observational learning on preschoolers' attention to print, use of a questioning technique, and knowledge of the alphabet. Participating were 13 boys and 13 girls from a day care center at a community college, with a mean age of 4.3 years. Children were randomly assigned to one of three training conditions, each comprised of a 4.5-minute videotaped sequence of an adult reading to a model child from a project-developed alphabet book. They were: (1) picture-focused videotape, in which the model child asked a question about the picture; (2) print-focused videotape, in which the child pointed to the print and asked a question about it; and (3) no-questions videotape, in which the child listened to the adult without speaking. After viewing the videotapes, children were read an alphabet book and their behavior observed. Pre- and posttests were also given on knowledge of the alphabet and print concepts. Results indicated that children who viewed a child model ask questions about the print in an alphabet book attended to the print more than children in the other groups. Although not statistically significant, children who observed a child model use a questioning technique asked more questions than children who observed a silent model. Preschoolers who focused on the print at least once showed larger pre-post gains on an uppercase letter naming task than preschoolers who did not focus on the print at all. Although not statistically significant, the children who imitated the model had slightly more letter and print concept knowledge before viewing the videotapes. (Contains 21 references.) (KDFB)

ED 407 165 PS 025 414

O'Connor, C. Richele
A Case Study of the Implementation of a Nongraded, Multiage Continuous Progress Primary Program.
PUB DATE- 4 Oct 96
NOTE- 53p.; Document contains small and broken print. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 4, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; Change Strategies; *Mixed Age Grouping; *Nongraded Instructional Grouping; Nontraditional Education; *Primary Education; *Teacher Attitudes

This study examined teacher perceptions during the implementation of a nongraded, multiage primary school program. Issues surrounding teacher beliefs about the definition, challenges, and benefits of nongradedness were examined. Individual case studies and a cross-case analysis were completed through content analysis. Six classroom teachers participated in the study, all women, who varied in teaching and educational experience. The school housed grades K through 5, serving a predominantly low income area of Bellingham, Ohio. Results indicated that teachers exhibited various consistencies and inconsistencies in their application of the "nongraded" definition. Distinct characteristics of their definitions included teaching to older students, teaching topics rather

PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 369 577.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; *Asian Americans; Cultural Awareness; *Cultural Differences; *Cultural Traits; Elementary Secondary Education; Ethnic Stereotypes; Family School Relationship; Limited English Speaking; *Parent Student Relationship; *Teacher Student Relationship
IDENTIFIERS- *Asian American Students; ERIC Digests

This digest provides information to help teachers gain a better understanding of Asian-American children, particularly those from East and Southeast Asian cultures, and identify culturally appropriate educational practices to use with these children. Asian-Americans represent more than 29 distinct subgroups who differ in language, religion, and customs. In addition to these between-group differences, diversity exists within national groups and among individuals. Nevertheless, Asian-Americans are generally stereotyped as successful and high-achieving minorities. The "whiz kid" image of Asian-American students that is described in popular and professional literature is a misleading stereotype that masks individuality and conceals real problems. In reality, for many Asian-American students, the challenge of American schooling can be overwhelming. Some students have learning difficulties and some lack motivation, proficiency in English, or financial resources. Teachers can better understand their Asian-American students by understanding how some general cultural characteristics of Asian cultures impact their students' experience of American schooling. For example, Asian-American children may be confused by the informality that exists between teachers and students in America, and may feel considerable distress if attention is drawn to themselves in class. When developing curriculum and instruction that is culturally sensitive and methodologically adaptable to the needs of Asian-American students, teachers should: (1) familiarize themselves with the values and customs of their students' cultures; (2) learn a few words of their students' native languages; (3) base academic expectations on individual ability rather than on stereotypes; (4) use peer teaching; (5) utilize students' natural support system, including family, friends, and the community; and (6) encourage Asian parents to work with one another. (BC)

ED 407 182 PS 025 517

Katz, Lilian G.
XueQian ErTong FaZhan PingGu (Assessing the Development of Preschoolers). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 372 875.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affection; *Child Development; Childhood Interests; Curiosity; Eating Habits; *Evaluation Criteria; Friendship; Play; *Preschool Children; Sleep

merit, and that contemporary educators should examine past educational trends to learn what works in American Indian education and avoid repeating past mistakes. Contains 32 references. (LP)

ED 407 199 RC 020 985

Kothari, Roshani
Youth Participation in Youth Development.
PUB DATE- 17 Dec 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Mexico City, Mexico, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; American Indians; Case Studies; Cultural Education; Elementary Secondary Education; Foreign Countries; Latin Americans; Models; Organizational Climate; *Participation; Participative Decision Making; Sex Education; *Student Empowerment; Youth Leaders; *Youth Programs
IDENTIFIERS- Bolivia; Ecuador; Mexico

Frequently, adults organize and implement youth projects without involving youth in the process. However, youth should be involved in problem identification and program design because they understand the needs of their peers and how to reach them effectively. This paper examines youth participation as a process for bringing about effective youth development. A literature review examines six areas that need to be developed during adolescence, youth problems that arise when developmental needs are unmet, and benefits of youth participation in projects. A "ladder" (R. Hart, 1992) of youth participation has eight levels: manipulation; decoration; tokenism; assigned but informed; young people consulted and informed; adult-initiated, shared decisions with young people; young person-initiated and directed; and young person-initiated, shared decisions. Three case studies illustrate youth participation principles. In 1992, Fundacion Esquel-Ecuador started Ecuadorian youth forums that have involved approximately 15,000 youth from low-income neighborhoods and other organizations; function regularly in four cities and at the national level; and have presented youth concerns to presidential candidates in the areas of education, work, violence, and poverty. In Mexico, the Gente Joven program recruited volunteers, aged 16-20, to promote sex education at outreach sites and to assist in production of program materials. A Bolivian nongovernmental organization that aids public schools helped youth who came from traditional cultures and spoke Aymara to organize Asociacion Estudiantil MINKA and provided leadership training to 25 youth. MINKA is promoting the value of indigenous culture in the schools, has organized cultural activities and educational events, and has helped to restore cultural pride through critical discussion. The case studies demonstrate that at higher levels on Hart's ladder, youth have more opportunities to develop needed competencies. (SV)

ED 407 200 RC 021 027

Johnson, Virginia Anne; Parkerson, Sandra
Practical Measures for Assessing Work Performance Behaviors in

"By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists is administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Mid-Continent Region, which includes Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 215 SE 055 754

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the North Central Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 130p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program; Illinois; Indiana; Iowa; Michigan; Minnesota; Ohio; United States (North Central); Wisconsin

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the North Central Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the "domain-free" procedural writing, and three were prompts requesting a response with regard to a mathematical procedure. A significant main effect of general writing ability on the mathematical writing based on the number of words was recorded. The results were examined in terms of the implications for the use of student mathematical writing products as a reflection of mathematical conceptual understanding. Contains 19 references. (Author/PVD)

ED 407 233 SE 059 969

Community Partnerships in Science Education: Holiday Lectures on Science (December 9-10, 1996). Precollege Science Education Initiatives in the Washington, DC, Metropolitan Area.
PUB DATE- Jan 97
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Biotechnology; Educational Change; Educational Innovation; *Field Trips; Grants; Intermediate Grades; Outdoor Education; *Partnerships in Education; Program Proposals; Science Curriculum; *Science Instruction; *Science Programs; Secondary Education
IDENTIFIERS- District of Columbia; Maryland

This document reports on a science education reform program sponsored by the Howard Hughes Medical Institute. The program is an attempt to overhaul the reform efforts of the Montgomery County Public Schools in Maryland, and participation in the project has been underway since 1994. Funds from the institute support teacher training in the use and evaluation of curricular materials, a summer science camp for middle school girls, an outdoor environmental education program for students and teachers, a week-long summer program for biology teachers at the outdoor education site on the Chesapeake Bay, the Holiday Lectures on Science Series, and programs that provide state-of-the-art training in molecular biology and chemistry. Program details are provided on the Holiday Lectures on Science; precollege science education grants in the Washington, D.C. metropolitan area; regional awards in the national grants program in the Washington, D.C. and Baltimore areas; the 1995-1996 participants in institute-funded projects in the Washington, D.C. and Baltimore areas; and background information about the Howard Hughes Medical Institute. (DDR)

ED 407 234 SE 059 970

High, Robert V.; Marcellino, Patricia A.
Computer Usage among High School Teachers of Mathematics and College Mathematics Faculty.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; *Computer Uses in Education; *Educational Technology; High Schools; Higher Education; Internet; *Knowledge Base for Teaching; *Mathematics Instruction; Secondary School Teachers

This paper reports on a survey instrument designed to measure opinions regarding computer knowledge and usage among high

Analysis; *Discovery Learning; *Educational Strategies; *Inquiry; Intermediate Grades; Middle Schools; Science Instruction; Secondary Education; Student Attitudes; Thinking Skills

This study takes a holistic perspective towards inquiry teaching by examining the alignment among teacher intentions, teaching practices, and student perceptions of teaching practices. The first part of the study examines the alignment between teacher intentions for instruction and classroom teaching practices. The second part of the study examines the alignment between teaching practices and student perception of teaching practice. Data for this study were obtained from a National Science Foundation project entitled "Integrated Science Concepts" (ISC) that presented constructivist teaching strategies, elements of the nature of science, and integrated thematic concepts in science to middle level and high school teachers. The questions addressed by the research pertain to the alignment of teacher intentions with teacher achievements, and the alignment of student perspectives with teacher intentions and observed teaching behaviors. The results are presented in a series of case studies that are discussed and compared with regard to the research questions. Contains 21 references. (DDR)

ED 407 255 SE 060 187

Flick, Lawrence B.; And Others
Perspectives on Inquiry-Oriented Teaching Practice: Conflict and Clarification.
PUB DATE- 22 Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Discourse Analysis; *Discovery Learning; Educational Strategies; *Inquiry; Intermediate Grades; Junior High Schools; Middle Schools; Science Instruction; Student Attitudes; Thinking Skills

This paper is the written account of a panel presentation about inquiry-oriented teaching practices. The purpose of this group of papers is to provide an opportunity to explore the state of knowledge of inquiry-oriented teaching based on direct observation of teachers, and analysis of those observations from an inquiry perspective. The paper begins with a synopsis of the presentations followed by the full text of each paper. The various positions taken by the six panel members include focusing research on teaching practices in support of inquiry, understanding the concepts of freedom and privilege in inquiry teaching and learning, changing roles for teachers and students, post laboratory reflections, and teacher conceptions of inquiry and related teaching practices. These papers highlight the intense reform rhetoric surrounding inquiry-oriented teaching and inconsistencies in the literature on the actions of teachers engaged in these teaching practices. The panel members were Lawrence B. Flick, Carolyn W. Keys, Susan L. Westbrook, Barbara A. Crawford, and Nathan G. Cames. (DDR)

ED 407 256 SE 060 191

Telese, James A.
Hispanic Students' Attitudes toward Mathematics and Their Classroom Experience.

Examen en vue du diplome 12 annee.
PUB DATE- Jan 97
NOTE- 90p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; Mathematical Concepts; *Mathematics; *Mathematics Tests
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document, in both English and French versions, is the Mathematics 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 40 multiple-choice and 9 numerical-response questions of equal value that are worth 70% of the examination, and 3 written-response questions of equal value worth 30% of the examination. The exam booklet also contains a tear-out formula sheet, a z-score page, and blank perforated pages for rough work. (JRH)

ED 407 277 SE 060 217

Biology 30: Grade 12 Diploma Examination = Biologie 30: Examen en vue du diplome 12 annee.
PUB DATE- Jan 97
NOTE- 100p.
LANGUAGE- English; French
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; Foreign Countries; *Grade 12; High Schools; *Science Tests; Testing
IDENTIFIERS- *Alberta Grade Twelve Diploma Examinations

This document, in both English and French versions, is the Biology 30 Grade 12 Diploma Examination from Alberta Education. It is a 2.5 hour closed-book examination consisting of 48 multiple-choice and 8 numerical-response questions of equal value that are worth 70% of the examination, and 2 written-response questions of equal value worth 30% of the examination. The exam contains sets of related questions that may contain multiple-choice, numerical-response, or written response questions. The exam booklet also contains tear-out data pages and blank perforated pages for rough work. (JRH)

ED 407 278 SE 060 235

Snyder, Vaughn; Stockard, James W., Jr.
Activities for Elementary School Mathematics.
PUB DATE- 97
NOTE- 300p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Childrens Literature; Elementary Education; *Elementary School Mathematics; Geometry; Interdisciplinary Approach; *Learning Activities; *Mathematical Concepts; Problem Solving; Standards
IDENTIFIERS- *Mathematics Activities

This book contains activities designed to help teachers enrich the mathematical experiences of all children and reach toward fulfillment of the National Council of Teachers of Mathematics (NCTM) Standards. Chapters include: (1) "Prenumber, Number, Non-

IDENTIFIERS- *Character Education

This paper describes guiding principles of educational reform founded upon character education. The signatories of the declaration recognize the following precepts for character education: (1) Education in its fullest sense is inescapably a moral enterprise; (2) We strongly affirm parents as the primary moral educators of their children and believe schools should build a partnership with the home; (3) Character education is about developing virtues--good habits and dispositions which lead students to responsible and mature adulthood; (4) The teacher and the school principal are central to this enterprise and must be educated, selected, and encouraged with this mission in mind; (5) Character is not a single course, a quick-fix program, or a slogan posted on the wall but an integral part of school life; (6) The human community has a reservoir of moral wisdom, much of which exists in our great stories, works of art, literature, history and biography; and (7) Finally, young people need to realize that forging their own characters is an essential and demanding life task. The signatories represent education, government, industry, and various educational and youth foundations. (EH)

ED 407 300 SO 026 900

Reagan, Timothy
The Baha'i View of the Educated Person: A Case Study in Religious Education.
PUB DATE- 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Culture; *Religion; *Religion Studies; *Religious Cultural Groups
IDENTIFIERS- *Bahai Faith

This paper attempts to provide some insight into the Baha'i conception of education, with a particular focus on the way that Baha'is conceive of an "educated person." In spite of the growth of the Baha'i faith in recent years, this, the youngest of the monotheistic religions, remains little known and even less understood as a religious community. As a result, the educational thought and practice of the Baha'is also has been overlooked. Relying on both the extensive body of writings of Baha'u'llah, 'Abdu'l-Baha, and Shoghi Effendi, as well as the secondary Baha'i sources concerned explicitly with education and related topics, the paper begins with a brief overview of the Baha'i faith, focusing on its social teachings and commitment and its historical and theological context. The social teachings feature nine principles of faith, including the oneness of humanity, the elimination of prejudice in all forms, and universal education. Education is seen as both of instrumental value and of spiritual value. The educational ideals and goals of the Baha'i community are discussed with the conceptualization of the "educated person" for that community. Contains 32 references. (EH)

ED 407 301 SO 026 901

Belhachmi, Zakia
A Third View of the Role of the Public School in Multicultural Canada.

IDENTIFIERS- *Political Theories
This paper questions and reevaluates the individualism (liberalism) and communitarianism debate in terms of its core concepts' language and political theory. One of the major purposes of political theory is to aim for a neutral or perhaps universal or general language of politics and forms of polity. Political theory needs to attempt to get beneath the paradigms, to see how the same concepts with different meanings change to include alternative political universes, and show how these alternatives arise from a set of fundamental choices necessary for articulating any specific form of well-ordered polity. The political argument between liberalism and communitarianism is pushed by questioning the hidden theoretical commitments through a series of six propositions. In conclusion, liberalism is not seen as being the proper opponent to communitarianism and liberty and community are seen as not necessarily being in opposition. (CB)

ED 407 322 SO 027 220

Pradhan, Sanjay
Evaluating Public Spending: A Framework of Public Expenditure Reviews. World Bank Discussion Papers No. 323.
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cross Cultural Studies; *Developing Nations; *Economic Development; Economics; *Financial Policy; Foreign Countries; Government Role; *Policy Analysis; Private Sector; *Public Policy; *Public Sector; Social Science Research
This paper presents a framework for evaluating the level and composition of public expenditures, illustrated by sectoral and country examples. The paper illustrates how this framework can be applied to analyzing broad allocations of spending within and across sectors, drawing upon some key findings and country examples from major sectors (health, education, infrastructure). The report emphasizes six elements which should be an integral part of an ongoing exercise to evaluate public spending. Those elements include: (1) the aggregate level of public spending and deficit of the consolidated public sector must be consistent with the macroeconomic framework; (2) aggregate spending should be allocated to programs within and across sectors to maximize social welfare, including the impact on the poor; (3) the role of the government versus the private sector ought to be a principal criterion governing the choice of programs for public financing and provision--public expenditures should complement rather than substitute for private sector activities; (4) the impact of key programs on the poor, including their incidence and total costs, should be analyzed; (5) the input mix, or the allocations for capital and recurrent expenditures, should be analyzed in an integrated manner within programs and sectors; and (6) budgetary institutions should be analyzed to insure that the underlying incentive structure contributes to aggregate fiscal discipline, allocative efficiency and equity in the composition of spending, and technical efficiency in the use of budgeted resources. Fifteen tables (out of 49) and 5 appendices (out of 17) deal with education-related data. The paper should be useful to policymakers in developing countries, staff in donor organizations, as well as researchers working on public expenditure issues. (Author/EH)

Wisotzki, Paula
The Inquiring Eye: Early Modernism.
PUB DATE- 94
NOTE- 48p.; Color slides, reproductions, and illustrated timeline poster not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Art; *Art Activities; *Art Criticism; *Art Education; *Art History; Elementary Secondary Education; Instructional Materials; Teaching Guides; Visual Arts
IDENTIFIERS- Modern Art; *Twentieth Century

This teaching guide introduces students to early 20th century European and American art. Through critically viewing and discussing art images and participating in related activities, students are encouraged to explore the historical and cultural context within which the art was created. This guide includes background information and an overview essay about major art trends, including: Nonrepresentational Art; Fauvism; German Expressionism; Cubism; Futurism; Dada; Surrealism; and Social Realism. A description and artist's information regarding 20 slides is followed by discussion questions and lesson activities that explore general issues as well as: "Elements and Principles of Design"; "Expressive Use of Color and Form"; "Abstraction"; "Dreams and Fantasy"; "Art and the Machine Age"; and "Art and Social Issues." The lessons may be presented nonsequentially. Black and white reproductions of the slides are included in the text. Endnotes and a 5-item bibliography conclude the guide. (MM)

ED 407 346 SO 028 054

Brewer, Chris; Campbell, Don G.
Rhythms of Learning: Creative Tools for Developing Lifelong Skills.
PUB DATE- 91
NOTE- 321p.; Foreword by Dee Dickinson.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Affective Behavior; *Cognitive Processes; Elementary Secondary Education; Interdisciplinary Approach; Listening Skills; *Movement Education; Music; *Music Activities; Music Education; Professional Education; *Psychological Patterns; Reflective Teaching; *Rhythm (Music); Teaching Methods
IDENTIFIERS- *Emotional Intelligence

This document contends that there is a meaningful connection between artistic abilities and academic abilities, notably in the relationship between musical and mathematical/scientific abilities. Based on the premise that music makes it possible to master difficult abstract concepts faster and with greater retention, this handbook encourages learning through music, sound, and rhythmic activities. Organized in seven chapters, chapter 1, "Patterns of Listening," indicates that lifelong learning begins as hearing evolves into listening. The journey from listening to lifelong learning begins with the attainment

IDENTIFIERS- *Preservice Teachers
This paper describes an intervention which was designed to: (1) provide opportunities for preservice teachers to collaborate with and network with inservice teachers; (2) create an environment which facilitated collaboration and interaction among early childhood, elementary, and special education majors; and (3) model collaborative teaching and professional development for preservice teachers. Students (N=37) enrolled in two courses--"Primary Methods" and "Effective Teaching Strategies"--were participants in the study. The course instructors collaborated in teaching the two courses, and they created opportunities for the students to discuss their course readings with practicing teachers. Results indicate that most of the participants in this collaborative venture--both preservice and inservice teachers--found the experience to be beneficial. Many preservice teachers found examples of best practice in the "real world," and those who did not find examples of best practice were able to distinguish between examples and non-examples. Students identified positive aspects of the collaborative manner in which the courses were structured. Study results also clearly indicated those instances where preservice teachers invested minimal effort and, consequently, reaped minimal benefits. (Contains 15 references.) (Author/ND)

ED 407 366 SP 037 277

Chen, Mei-whei; Noosbond, Julie Pohn
Group Process Illuminated: Facilitating the Here-and-Now through the Reflecting Team.
PUB DATE- Mar 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Cooperation; *Group Dynamics; *Group Therapy; *Interpersonal Communication; Models; *Teamwork
IDENTIFIERS- *Reflecting (Communication); Social Constructivism
This paper presents a reflecting team work model that helps move a group system through increased process illumination. Grounded in second-order cybernetics and social constructionism, this model emphasizes the group as a linguistic system. In this group setting, language works to co-construct meaning and generate new narratives for client experiences. A protocol is provided for using the reflecting team in the group setting. Principles for language use, landmarks for reflection, and practical procedures for using the reflecting team are detailed. Appropriately used, the reflecting team method can facilitate member recognition of complex group process and move the group away from stalemate towards productive work. Limitations of the model and its application to other settings are included. (Contains 48 references.) (Author/ND)

ED 407 367 SP 037 279

Stone, Mary; And Others
Commonalities and Differences in Teacher Leadership at the Elementary, Middle, and High School Levels.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

Learning To Learn: How Do Teachers Differ?
PUB DATE- Mar 97
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Learning Processes; Learning Strategies; Mathematics Instruction; Second Language Instruction; Secondary Education; Secondary School Teachers; *Skill Development; *Teacher Attitudes; Teaching Methods
IDENTIFIERS- Belgium

The concept "learning to learn" assumes that teachers help students develop study skills and that students are encouraged to use higher order cognitive strategies. Fifty-four teachers of Dutch and mathematics in five secondary schools in Flemish Belgium were interviewed regarding their subjective interpretations of "learning to learn" and how they implemented it in their classrooms. Data from interviews with 51 teachers were used. Data analysis showed that 22 teachers used "learning to learn" in a supportive mode as a means to obtain better student results, and they tended to limit their instruction to tips and advice in advance of exams or tests. Fourteen teachers used learning to learn in a remedial mode, as a means to solve problems as they occurred. Both of these groups of teachers viewed students are passive participants in their education; they did not consider teaching students how to learn as part of their task. Only 15 teachers used learning to learn in a developmental mode and endeavored to help students develop attitudes and skills that are important outside the classroom context, as well. A preliminary conclusion was that teachers' views of "learning to learn" are related to the way schools and curriculum requirements view the concept. (Contains 48 references.) (JLS)

ED 407 386 SP 037 302

Mullen, Carol A.
Hearing the Voices of Hispanic Preservice Teachers: An Inside-Out Reform of Teacher Education.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Educational Change; Elementary Secondary Education; Higher Education; *Hispanic Americans; *Mentors; Minority Group Teachers; Multicultural Education; Preservice Teacher Education; Professional Development; Student Attitudes; *Teacher Education Programs
IDENTIFIERS- Hispanic American Students; Preservice Teachers; Texas A and M University

This study of cultural self-identity is based on stories of mentorship drawn from a 6-month study of 11 female Hispanic preservice teachers enrolled in degree programs at Texas A&M University. These students were interviewed about mentoring influences that contributed to their decision to become teachers, about sponsorship and assistance personally available on campus, and about the various mentoring contexts they

ED 407 404 SP 037 320

Leithwood, Kenneth; And Others
Team Learning in Secondary Schools.
PUB DATE- Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Faculty Development; Foreign Countries; *Group Dynamics; *Interpersonal Relationship; Problem Solving; School Based Management; Secondary Education; *Teacher Collaboration; *Team Training; *Teamwork
IDENTIFIERS- Canada; *Team Learning

This document reports on a study of the nature, causes and consequences of team learning among faculty in five secondary schools. Data were collected primarily through group interviews; 48 individual team members also responded to an 11-item survey about team learning conditions. From the data analysis, three teams were classified as functional and three as dysfunctional. Each team is described in terms of conditions for team learning, team learning processes, team learning outcomes, conditions external to the team influencing learning, team leadership, stimulus for team learning, and quantitative results. The functional teams met the conditions for team learning, had a large repertoire of effective group problem-solving strategies, and attributed most of their reported changes to work that occurred prior to the interview. The dysfunctional teams lacked many of the internal conditions for team learning, and most of the evidence concerning their problem-solving processes and learning outcomes appeared to have been stimulated by the research interview itself. While the conditions fostering or inhibiting learning among functional teams were similar, dysfunctional teams varied. Finally, the evidence suggested that teams were capable of learning and successfully working with initiatives mandated from outside the school. (Contains 26 references.) (ND)

ED 407 405 SP 037 321

Pryor, Sherrill Evenson
The Relationship of Preservice Teachers' Knowledge of Gender-Equitable Classroom Practices and Egalitarian Attitudes.
PUB DATE- Feb 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges of Teacher Education (49th, Phoenix, AZ, February 28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bias; Classroom Communication; Classroom Environment; *Classroom Techniques; Elementary Secondary Education; Equal Education; Feedback; Higher Education; *Knowledge Level; *Sex Bias; *Student Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- *Egalitarianism; Preservice Teachers; *Teacher Knowledge

This document reports on a study to examine the relationship of prospective teachers' egalitarian attitudes or "beliefs about

NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Difficulty Level; *Measurement Techniques; Selection; Standardized Tests; *Test Construction; Test Content; Test Items; Test Use
IDENTIFIERS- *Paper and Pencil Tests

This paper presents six steps in test construction generally recommended by measurement textbook authors. The focus is primarily on paper-and-pencil achievement tests as used by class instructions, although the discussion touches on the construction of other types of assessment. The six steps are: (1) determine the test purpose; (2) determine the test content, including difficulty level; (3) determine the test format; (4) construct an initial pool of test items; (5) revise the items using input from qualified colleagues or other sources; and (6) pretest and revise the items. Developing a good test requires both effort and know-how. (Contains one table and eight references.) (SLD)

ED 407 425 TM 026 449

Lockridge, Jewel
Stepwise Analyses Should Never Be Used by Researchers.
PUB DATE- Jan 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Error of Measurement; *Predictor Variables; Research Methodology; *Research Problems; *Sampling; *Statistical Analysis
IDENTIFIERS- Research Replication; Statistical Package for the Social Sciences; *Stepwise Regression

Researchers persist in using stepwise regression in spite of problems with this approach. As noted by B. Thompson (1995), three problems accompany the use of stepwise applications. The first is that computer packages may use incorrect degrees of freedom in their computations, resulting in a greater likelihood of obtaining a spurious statistical significance. In the Statistical Package for the Social Sciences, although all the predictor variables explained in the analysis are examined for the initial step, the computer package only shows the degree of freedom corresponding to one predictor variable. Secondly, stepwise methods do not identify the best variable set of a given size correctly. Finally, stepwise methods tend to capitalize on sampling error and tend to produce results that are not replicable. This problem is caused by the uniqueness of sample data and the fact that sampling error in a given sample is not likely to occur in another sample. Researchers should consider and select other available methods for research. (Contains one table and five references.) (SLD)

ED 407 426 TM 026 464

Turan, Selahattin; Sny, Christopher L.
An Exploration of Transformational Leadership and Its Role in

ED 407 323 SO 027 228

Correa, E. Shan, Ed.
Learning from Each Other. The Official Proceedings of the International Symposium of Japan-America Societies (1st, Honolulu, Hawaii, June 18-21, 1995).
PUB DATE- Mar 96
NOTE- 296p.; Session Three on "Education: Critical Issues and New Directions" is of particular interest to educators.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Asian Studies; *Developed Nations; Diplomatic History; Foreign Countries; Foreign Policy; International Cooperation; *International Relations; *International Trade; Japanese American Culture; Japanese Culture; Social Science Research; World Affairs
IDENTIFIERS- Japan America Societies

This book provides a compilation of addresses and panel presentations from the 1995 International Symposium of Japan-America Societies. Twenty-nine eminent speakers and presenters, authorities on topics ranging from economics to education, shared dialogue with delegates who gathered for the first-ever meeting of members of Japan-America Societies from both sides of the Pacific. The introductory materials and overview contain the observations of the editor, compiled from notes taken during the conference and supplemented by audiotapes provided by Simul International. The second section of the Proceedings contains the documents of those presenting the keynote addresses and panel sessions, which were the substance of the Symposium. The seven panel session topics (with presenters) included: (1) "Japan and America, 1945-1995: Peace, Progress, Partnership" (Robert Scalapino; Yukio Matsuyama; Akira Iriye; Nagayo Homma); (2) "The U.S.-Japan Relationship and Security in Asia" (James Auer; Yukio Okamoto; James Kelly; Ryosei Kokubun); (3) "Education: Critical Issues and New Directions" (Yasunori Nishijima; Gene Carter; Shinkichi Eto); (4) "Public Safety: Crime and Justice" (Sabrina McKenna; Atsuyuki Sassa; Lynn Curtis; Yukiko Tsunoda); (5) "Aging: Responsibility and Cost" (Robert Friedland; Mikio Kawa; Thomas Mahoney; Kazunori Yamanoi); (6) "Seeking a Better Life: Challenges of International Migration" (Wayne Cornelius; Haruo Shimada; Glen Krebs; Yasuaki Onuma); and (7) "Easing Economic Tensions" (Glen Fukushima; Kazuo Nukazawa; Sozaburo Okamatsu; Seiji Naya). Keynote addresses included: "Japan and the U.S.: Old Friends, New Questions," (Takakazu Kuriyama) and "Japan-U.S. Cooperation: A Key to Creating Future Global Society" (Makiko Tanaka). Six student essays are also included. Concluding sections are: Speakers and Panelists, Directory of Societies, and Symposium Delegates. (EH)

ED 407 324 SO 027 239

Humphrey, Phyllis
Multiculturalism.
PUB DATE- 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Cross Cultural Studies; *Cultural Activities; *Cultural Awareness; Cultural Background; Culture; Elementary Secondary Education; Global Education; *Multicultural Education

of attentive listening skills and includes the development of inner speech and inner listening. Chapter 2, "Creative Teaching: Phase Forward Education," aims to produce reflective awareness of rhythmic teaching delivery and instruction. Chapter 3, "Observing Inner Rhythms," suggests that sensitivity to inner rhythms allows educators to intentionally create synchronous learning experiences. Chapter 4, "Rhythms of Discovery," looks at neurologic rhythms. Chapter 5, "Emotional IQ," argues that to perceive and nurture emotional rhythms is an essential skill. Chapter 6, "Orchestrating Lifelong Learning," and chapter 7, "Orchestrating Intelligence," offer methodologies for rhythmic teaching and learning. Each chapter includes extensive suggestions for teacher and/or student activities and learning experiences. These activities are interdisciplinary and include both music and movement activities. Appendices include: "The Tomatis Method and Empowering Learners" (Billie Thompson); "Suggestology and Suggestopedy" (Georgi Lozanov from "The Lozanov Report to UNESCO"); a 23-item resource guide; and a 132-item bibliography. (MM)

ED 407 347 SO 028 055

Lyle, Sue; Jenkins, Alyson
A Mountain Child: An Active Learning Pack for 9-13 Year Olds.
PUB DATE- 92
NOTE- 117p.; Design and illustration by Maggy Roberts. For similar items by same author and from same publisher, see SO 028 055-057. Accompanying color poster not available from ERIC. not available from EDRS. For related items, see SO 028 056-057.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; *American Indian History; Area Studies; Educational Games; Elementary Education; Foreign Countries; Geography; *Global Education; *Human Geography; Instructional Materials; Interdisciplinary Approach; *Latin American History; Multicultural Education; Simulation; Social Studies; Teaching Guides; Thematic Approach
IDENTIFIERS- *Andes; *Inca (Tribe); Peru; Quechua People

This resource packet includes a teacher's guide, reproducible student activity sheets, a simulation game: "Life with the Incas", and a poster. The resource presents a cross-curricular thematic approach to the United Kingdom's National Curriculum. The materials look at the Andes and the Andean people, the Quechuan, who live in the Peruvian mountains. The presented activities are divided in three sections. In section one, students focus on the geology and geography of the Earth and focus in particular on the mountainous regions of the world. The second section examines the history of the Incas who ruled in South America from the 11th to the 15th century. The third section looks at the descendants of the Incas, the indigenous peoples, living in the Andes mountains today. In addition to background information and sequentially presented activities, the teacher's guide includes instructions for using the supplementary materials, teaching points and interdisciplinary extensions, and recommended resources. (MM)

ED 407 348 SO 028 056

Lyle, Sue; Roberts, Maggy
A Rainforest Child. An Active Learning Pack for 8-13 Year Olds Second Edition.

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Environment; Elementary School Teachers; Elementary Secondary Education; Leadership; *Leadership Qualities; Secondary School Teachers; Teacher Attitudes; *Teacher Characteristics; Teacher Role; *Teaching Conditions
IDENTIFIERS- Middle School Teachers; *Teacher Leaders; *Teacher Leadership

This paper reports the findings of three integrated studies initiated by principal/researchers in an elementary, middle, and high school. The purpose of integrating the studies was to compare and contrast teacher leadership in the following areas: characteristics of teacher leadership, motivation for teachers to assume leadership roles, supports and constraints of teacher leadership, and the effects of teacher leadership on professional practices and school improvement. Using case study methodology with multiple sources of evidence, six identified teacher leaders from each site were studied. Similarities in findings indicated that: (1) teacher leaders have more years of teaching experience; (2) teacher leaders assume leadership roles for personal and professional reasons and increased involvement in decision making; (3) teacher leaders are supported by encouraging individuals, time, decision making/teaching empowerment, and professional opportunities; (4) teacher leaders are constrained by time, power, and politics; (5) teacher leadership improves professional practice by encouraging collaboration and decision making; (6) teacher leadership assists in school improvement efforts by recognizing and utilizing teachers' views and voices. Differences at the three levels showed up in the perception and role of teacher leadership, and activities in and responsibilities of teacher leadership. General conclusions indicated that teacher leadership is dependent on a supportive culture, enhanced by a voice in decision making, and constrained by the lack of time and the egalitarian ethic among teachers. (Contains 62 references) (Author/ND)

ED 407 368 SP 037 282

Hommes, Jeannette A.
Management of Instructional Innovation: The Case of Problem-Based Education.
PUB DATE- Mar 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Faculty Development; Foreign Countries; Higher Education; *Instructional Innovation; *Teacher Effectiveness; Teaching Conditions; Teaching Methods
IDENTIFIERS- *Problem Based Learning; University of Maastricht (Netherlands)

Most faculty development programs seem to focus on the implementation of innovative teaching methods, and studies attend to questions related to successful introduction of instructional innovations without addressing questions about the maintenance phase. This paper describes findings of a study encountered, organizations to which they belonged, and the nature of their own work. Notably, participants stressed professional development in the context of parental and family support. They articulated needs in the following areas of professional development: interaction among diverse cultures within campus communities; an official bilingual education program at the undergraduate level; opportunity to talk about issues related to teaching within Hispanic and non-Hispanic (culturally-mixed) organizations; leadership training within Hispanic mentoring organizations; a deeper understanding of the Hispanic culture to dissipate stereotypes such as those governing special rewards and privileges; in depth learning about other cultures; and more empowering and transformative language. These professional development perspectives underscored the need for sufficient support in the areas of advisement, counseling, and leadership. (Contains 35 references.) (JLS)

ED 407 387 SP 037 303

McCrea, Linda D.
A Review of Literature: Special Education and Class Size.
SPONS. AGENCY- Michigan State Board of Education, Lansing.
PUB DATE- 30 Sep 96
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; *Class Size; Disabilities; Educational Policy; Educational Research; Elementary Secondary Education; *Small Classes; *Special Education; Special Education Teachers; State Regulation; *Teacher Student Ratio

This review has two parts: the first concerns class size and general education; the second, class size and special education. The general education review is in four sections: (1) foundational class size research; (2) critiques of the foundational works; (3) extended research; and (4) five studies in class size research conducted by states. The second part (on special education) reviews representative samples from an ERIC search of approximately 387 articles. These studies were: a national survey conducted by the University of Minnesota (1989) to document student to teacher ratios; also at the University of Minnesota (1993) an investigation of ratios of less than 15:1; a study conducted by the Virginia State Department of Education (1994) on special education program standards; another study in Virginia (1993) that investigated whether class size and class mix influenced educational outcomes; a New York State Education Department study to evaluate the impact of larger class size on those involved in the special education delivery system; and a study of individual caseloads. The review of these special education studies found that: (1) the maximum student to teacher ratio in special education is usually 15:1; (2) students are generally grouped by academic performance, not by their educational and management needs; (3) smaller classes provide better environments for learning, especially at the elementary level; (4) student achievement and behavior are affected by class size; (5) class size is impacted by other variables, including use of paraprofessionals and teacher experience; and (6) there is no one best teaching methodology to assure students success. (Contains 36 references.) (JLS)

ED 407 388 SP 037 304

the equity of males and females in school or university settings." Research focused on the extent of preservice teachers' knowledge about gender-equitable classroom practices and egalitarian attitudes. Study participants were 758 preservice teachers at 3 large Midwestern universities. The preservice teachers were sampled during their required student teaching orientation session. Analysis of the data revealed that overall preservice teacher knowledge of gender equitable classroom practices was generally low. For example, preservice teachers knew that the English language is inherently biased, but they did not know how language affects students' thinking and application in the context of learning. Also, while preservice teachers knew that in general males get more feedback that enhances higher level thinking, they did not know that females often get feedback that results in low ability messages. Study findings also indicated that individuals with egalitarian attitudes were more likely to have acquired knowledge of gender-equitable classroom practices and to use those practices in their day-to-day teaching. (Contains 23 references.) (ND)

ED 407 406 SP 037 322

Marcondes, Maria Ines
Critical Issues Facing Teacher Education and Teacher Education Research in Brazil.
PUB DATE- Mar 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Teachers; Ethnography; Foreign Countries; Higher Education; Teacher Background; *Teacher Education; Teacher Education Curriculum; *Teaching Conditions; *Theory Practice Relationship
IDENTIFIERS- *Brazil

This paper examines elementary education in Brazil, including the most important and difficult problems teachers and teacher educators face, and the main theories and theoretical frameworks that researchers have used in studying these problems. Elementary school teachers complete a special course, corresponding to high school rather than university level. Most elementary school teachers are female, from low middle class families, with little education. Many work in schools with few material resources, earn low salaries, and have low professional status. The most difficult problems facing these teachers include: lack of preparation for teaching poor children with economic, social, and cultural backgrounds different from their own; teacher education programs that ignore practical knowledge and expertise developed by successful teachers; and lack of direct connection between theoretical studies and the practical world. Problems facing researchers investigating these problems include: teacher research and teacher education research that is developed on teachers rather than with teachers; research that blames teachers' classroom practice for the bad results of education; and research findings not reaching the school teachers. New approaches for education research such as ethnographic studies and life stories could help provide better understanding of the reality of elementary school teachers and the social context of

Strategic Planning: A Conceptual Framework.
PUB DATE- Sep 96
NOTE- 27p.; Paper presented at the Annual Meeting of the International Society for Educational Planning (New Orleans, LA, September 19-21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Futures (of Society); Leadership; *Leadership Qualities; Literature Reviews; *Motivation; *Organizations (Groups); School Districts; *Social Change; *Strategic Planning; *Theories
IDENTIFIERS- Transactional Theory; *Transformational Leadership

The literature on transformational leadership is reviewed to provide a theoretical framework for leaders in educational organizations. Our rapidly changing society calls for a new type of educational leadership. Drawing on the work of J. M. Burns (1978) and B. M. Bass (1985) among others, transactional leaders are distinguished from transformational leaders. Transactional leaders exchange one thing for another, while transformational leaders look for potential motives in followers and seek to satisfy higher needs and engage the full person of the follower. Four behaviors of transformational leaders that have been identified are: (1) idealized influence; (2) inspirational motivation; (3) intellectual stimulation; and (4) individualized consideration. A theory of transformational leadership as a three-act drama has been developed by N. M. Tichy and M. A. Devanna (1986). An example of the organization during Act 1 of transformational leadership (recognizing the need for change) is provided in a discussion of a suburban St. Louis (Missouri) school district. Act II (creating a vision and mobilizing commitment) and Act III (institutionalizing change) are also seen in the school district's responses to the need for change. Strategic planning, like transformational leadership, is vision-driven planning for the future. Both transformational leadership and strategic planning are necessary for an organization to respond to the changes and uncertainties of organizational life. (Contains 60 references.) (SLD)

ED 407 427 TM 026 465

Hoffman, Anne
Ability Explorer: A Review and Critique.
PUB DATE- 23 Jan 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- of tra
has been developed by N. M. Tichy and M. A. Devanna (1986). An examp,Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Adolescents; Adults; Aptitude Tests; Educational Assessment; *Employment Qualifications; *Norms; *Scores; Scoring; Test Reliability; *Test Use; Test Validity
IDENTIFIERS- *Self Report Measures

The Ability Explorer (AE) is a newly developed self-report inventory of abilities that is appropriate for group or individual administration. There are machine-scorable and hand-scorable versions of the test, and there are two levels. Level to having electronic classrooms, 70% of the libraries use other rooms in the library for Internet instruction. In almost every instance, instruction on the Internet has been integrated into existing library budgets (84%). Courses are planned predominantly by librarians (38%), but also by library administrators (21%), library support staff (18%), and faculty (14%). The majority of Internet instruction is conducted on networked IBM or IBM-clone machines with LCD (liquid crystal display) panels and an image or slide projector. Libraries rely mostly on posted flyers to publicize Internet instruction (26%). Other common methods include placing announcements on their Web pages (21%), advertising in the campus newspapers (18%), mailing flyers (15%), and posting on electronic lists (12%). Besides survey results, the kit also includes supporting documents for the classes and workshops; instructional handouts; PowerPoint presentations; and evaluation instruments. (Contains 12 references.) (Author/AEF)

ED 406 987 IR 056 362

Simpson, Carol Mann
Copyright for Schools: A Practical Guide. Second Edition. Professional Growth Series.
PUB DATE- 97
NOTE- 116p.; For first edition, see ED 381 166.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrators; Audiovisual Aids; Computer Software; *Copyrights; Distance Education; Document Delivery; Elementary Secondary Education; Facsimile Transmission; *Fair Use (Copyrights); *Information Policy; Information Sources; Intellectual Property; Interlibrary Loans; Internet; *Legal Responsibility; Multimedia Materials; Plagiarism; Policy Formation; Printed Materials; Public Schools; Reprography; *School Libraries
IDENTIFIERS- Reserve Book Collections

This monograph presents examples of typical public school situations involving copyright issues and gives practical advice that is based on a conservative interpretation of the copyright law. One new feature of this second edition is fair use guidelines for multimedia materials. Chapter topics include: (1) history and liability; (2) fair use; (3) print materials; (4) audiovisual works and distance learning; (5) computer software; (6) interlibrary loan, photocopying, facsimile, document delivery, and reserves; (7) copyright versus contract permissions; (8) copyright and the Internet; (9) implications for administrators; and (10) the importance of a copyright policy. Appendices include a sample copyright compliance Agreement; copyright "dos and don'ts" for school librarians; useful sources of information; a sample copyright warning notice; a sample copyright policy; a sample publication release form; and copyright and plagiarism guidelines for students. (Contains 24 references.) (SWC)

ED 406 988 IR 056 363

Farmer, Lesley S. J.
Leadership within the School Library and Beyond. Professional Growth Series.
PUB DATE- 95

however, remained slow and difficult to track. As a result, a curriculum reform process was undertaken in 1996 involving the individual colleges' academic senates and the District Chancellor. The group decided to create new curriculum approval procedures, rather than revise the existing ones, with the new procedures undergoing a full shared governance review by college curriculum committees, senates, deans, and vice presidents of instruction. The new process reaffirms the commitment to course alignment and the primacy of local curriculum committees in developing new programs, while innovative elements of the process include an easy-to-follow, step-by-step process; the inclusion of consultation and concurrence among discipline faculty throughout the District as a formal part of the process; and the addition of academic senate representation on the District-level Instructional Council. Finally, SDCCD has begun plans to put the new process online through the addition of document management groupware to the District's network, allowing users to process curriculum data much like electronic mail is used. (TGI)

ED 407 005   JC 970 189

Cox, Charlotte; And Others
Balancing Innovation and Tradition To Create Learning Opportunities for All Learners.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Community Colleges; *Faculty Development; Inservice Teacher Education; Instructional Effectiveness; *Instructional Improvement; Learning Strategies; Learning Theories; Teacher Effectiveness; Teaching Methods; Two Year Colleges
IDENTIFIERS- *4MAT System

In an effort to improve instruction and give greater attention to teaching techniques that accommodate different learning styles, Nevada's Truckee Meadows Community College (TMCC) implemented the 4MAT System Fundamental Training for faculty. The 4MAT System identifies four major learning styles (i.e., learners who are primarily interested in personal meaning, those interested in facts, those interested in how things work, and those interested in self-discovery) and recommends that learners be taught in all four styles. The System is designed to move learners through an eight-step natural cycle of learning, in which students experience a problem-solving activity before receiving instruction, students reflect on that experience, the concept to be taught is introduced in relation to students' personal experience, instruction is provided on the concept, hands-on activities are provided for practice, students experiment with related ideas, feedback is provided, and students share with others. As a result of the 4MAT training, the college has witnessed increased networking among faculty, while faculty report a newfound enthusiasm for teaching and successes with students. There are also certified 4MAT system trainers on campus, allowing the college to offer the techniques to staff and community members indefinitely. (TGI) fear and mistrust in the organizational climate, with many respondents concerned about the anonymity of responses or the inability to discuss such matters at the college. As a result of the outcomes, a systems thinking group of the managers used a Vision Development Matrix to help achieve alignment among themselves and the other survey participants regarding responses. The matrix, also completed by the college President, indicated that different groups of managers perceived organizational actions according to the mental models that they employed: those who expected to hear bad news at management council meetings, always heard bad news at the meetings, while those who expected the President to act as a "tough guy" perceived him as that. Efforts were therefore undertaken to address the issues of mental models and systems thinking with the entire management council. (BCY)

ED 407 022   JC 970 206

Moore, Sharon
The Role of the Teacher in Distance Education: The Teacher Perspective.
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Philosophy; Foreign Countries; Nontraditional Education; *Nursing Education; Postsecondary Education; *Teacher Attitudes; *Teacher Role; Teaching Methods
IDENTIFIERS- Canada

A study was conducted of nurse educators in Canada involved in distance education to determine their perceptions of the unique role of teachers in the distance education teaching/learning process. In-depth, semi-structured interviews were held with 21 nurse educators with a range of 4 to 28 years teaching experience and 2 to 16 years experience with distance learning. All participants except for one used multiple modes of delivery, such as printed materials, audio and visual conferencing, education and media technologies, and electronic mail. Interviews focused on their definition of distance education, their role as a distance teacher, their philosophical beliefs about teaching, and what they saw as rewards and challenges. A questionnaire was also administered to collect demographic information. Results included the following: (1) while distance education was broadly defined, it was invariably seen as a means to increase educational opportunities; (2) respondents' philosophical beliefs were centered around the student/teacher relationship and the quality of educational materials; (3) respondents' tended to view themselves as content experts contributing to course development and organization and identified a key role in interacting with students to facilitate the learning process; (4) rewards of the process included the opportunity to experiment, as well as intrinsic rewards related to witnessing student growth; and (5) challenges included heavy workloads, colleagues' attitudes, and issues of credibility. (HAA)

ED 407 023   JC 970 207

advantage, though, of enabling shy students to communicate with the instructor more freely. An assignment incorporating World Wide Web pages has also been used, with students asked, for example, to find Web sites corresponding to specific types of community colleges, write descriptions of the sites, and present the sites to other students. Problems with the use of the Internet include anxiety related to new techniques and whether students or teachers receive and read e-mail messages sent. Advantages include students' receptivity to the use of the Internet and understanding of its importance, the fact that students who are already proficient in the technology assist other students and the teacher, and the professional development opportunities provided to the instructor. A 17-item list of Useful Web Sites in Teaching about the Community College is appended. (HAA)

ED 407 039 JC 970 269

Managing Your Institution's Effectiveness: A User Guide. AACC Strategies & Solutions Number 1.
PUB DATE- 97
NOTE- 118p.; Document accompanied by Macintosh- and Windows-formatted double density diskettes containing forms, not available from EDRS.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Outcomes Assessment; *College Planning; Community Colleges; Guidelines; Institutional Mission; Models; Organizational Objectives; Program Development; Program Implementation; *School Effectiveness; *Self Evaluation (Groups); Strategic Planning; Two Year Colleges; Workbooks
IDENTIFIERS- Midlands Technical College SC

Designed to help community colleges establish institutional effectiveness programs, this workbook provides step-by-step instructions and sample forms from an effectiveness program developed by South Carolina's Midlands Technical College (MTC). Introductory sections provide an overview of institutional effectiveness and the reasons for implementing a program. The first chapter focuses on the first step of the process, developing a strategic planning process, and describes elements of a typical strategic plan; reviews MTC's approach; and presents the questionnaire and results from a survey the college conducted of community leaders. The next chapter addresses the second step, developing foundation statements related to institutional mission and goals, and provides statements of vision and values, role and scope, institutional goals, and priority initiatives developed by MTC. The third chapter addresses the third step, the development of an operational planning process to translate priorities into action plans, and presents a sample form for implementing action strategies and MTC's 1995-96 planning activities calendar. The fourth step, developing an evaluation system, is then described, highlighting the critical success factors and indicators of effectiveness developed by the college and presenting sample forms used in evaluation. The final chapter addresses the fifth step, using data to improve effectiveness, presenting an annual report card used by MTC to determine improvements in teaching and learning and a sample report on strategic planning outcomes. (HAA) atmosphere created by the use of cooperative learning strategies. (Contains 20 references and 23 appendices including sample forms, progress data, portfolio information, and other samples generated from the study.) (Author/SD)

ED 407 057 PS 024 332

West Virginia Early Childhood Transition Initiative: Operation Tadpole. 1995 Report.
PUB DATE- Jul 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Continuity; Early Intervention; Integrated Services; Preschool Education; Program Descriptions; Program Evaluation; *Transitional Programs
IDENTIFIERS- Concerns Based Adoption Model; West Virginia

The West Virginia Early Childhood Transition Initiative is an interagency systems change effort started in 1993 to develop a seamless system of service for children, ages birth to 5 years. The initiative's training and technical assistance component is known as Operation Tadpole. A state level steering committee coordinates the initiative on an interagency basis. The intended impact of the initiative is to have maximum positive child outcomes through effective early childhood programs that are compatible as the child moves from one to another; positive ongoing relationships among families and professionals; and an effective transition process for children, families, and involved agencies. Interactive training was held in 1994 and 1995 for county and community teams to help them identify strategies that would work in their communities. The process, outcomes, and impact of the transition initiative is being monitored through a multi-year evaluation plan based on the Concerns-Based Adoption Model. Operation Tadpole has had the following outcomes thus far: (1) development of interagency agreements reflecting awareness of need for collaboration; (2) increased use of transition activities; (3) increased compliance with federal and state transition regulations; (4) collaborative training of agency personnel and families; (5) increased interagency childfind activities; (6) pooled resources for childfind and interagency activities; (7) re-evaluation of priority entry criteria to meet identified service gaps; and (8) increased family involvement in transition. (KDFB)

ED 407 058 PS 024 860

Home before You Know It = De regres en casa en un dos por tres.
PUB DATE- Dec 94
NOTE- 49p.; Videotape not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Emotional Adjustment; Fathers; *Infant Care; Mothers; *Neonates; *Parent Child Relationship; *Parenting Skills; Pregnancy; Prenatal Care; Prenatal Influences
IDENTIFIERS- Maternal Health

The arrival of a newborn requires a great deal of adjustment. Intended for new and expectant parents, this booklet and

(5) "Teacher Planning," focusing on selecting a topic, making a topic web, deciding on a project's scope, and using five criteria for selecting and focusing on project topics; (6) "Getting Projects Started: Phase I," detailing ways to engage children's interest, initiate the introductory discussion, organize activities for early stages of extended projects, and involve parents; (7) "Projects in Progress: Phase II," discussing ways to maximize children's learning, interest, and motivation; (8) "Consolidating Projects: Phase III," presenting various approaches to concluding a project, such as making presentations to other classes or evaluating the project; and (9) "The Project Approach in Perspective," identifying the project approach as a complement and supplement to other aspects of the curriculum while giving teachers the opportunity to attend equally to social and intellectual development. Appendices present project descriptions, project guidelines, and a checklist for recording Missouri State Competencies applied in the course of project work. Contains about 140 references. (KDFB)

ED 407 075 PS 025 142

Lally, J. Ronald; And Others
A Case Management and Family Support Handbook: Lessons Learned from the Development and Implementation of Marin City Families First, an Early Intervention Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 30 Nov 93
NOTE- 37p.; For related document, see ED 342 493.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Black Community; Childhood Needs; Community Services; Cooperation; Drug Rehabilitation; *Early Intervention; *Family Programs; *Poverty Areas; Program Descriptions; Program Development
IDENTIFIERS- African Americans; California (Marin County); *Families First Program CA; *Family Resource and Support Programs; Far West Laboratory for Educational R and D CA; Support Services

Families First, an early intervention program implemented in Marin City, California, was designed to integrate and coordinate the provision of a wide range of services to families of children in a low-income, mostly African-American community, from the third trimester of pregnancy to 8 years of age. The program is intended to enhance the children's intellectual, social, emotional, and physical development. This handbook includes two types of information related to Families First: (1) a description of the two-pronged, augmented family support system used in the program; and (2) recommendations for the functioning of case management and family support services. The handbook's focus is the day-to-day work of family advocates and their clinical coordinator in a program designed to deal with the problems and risks of living in a low-income, high drug community. Information is presented about recommended operating principals, staffing patterns, orientation and training plans, and program operations. Common problems of this type of work are pointed out, and uncommon conditions of families are documented. The handbook also contains recommended approach styles with these families and advice on recruitment, and child abuse and neglect. Chapter 9 addresses the major elements of early childhood programming, curriculum, room arrangement, family involvement, integration, multiculturalism, and program evaluation. Contains 19 references. (KDFB)

ED 407 094 PS 025 226

Marcon, Rebecca A.; And Others
Differential Impact of Preschool Models on Achievement of Inner-City Children.
PUB DATE- Apr 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Blacks; *Early Experience; Elementary School Curriculum; *Elementary School Students; Grade 6; Inner City; Intermediate Grades; Kindergarten; *Outcomes of Education; *Preschool Education; Sex Differences; *Social Development
IDENTIFIERS- African Americans

This study examined the effects of early educational experiences on a group of inner-city children as they approached the transition to junior high school. Data on 249 sixth graders enrolled in 67 schools in a large urban school district were used in the study. The sample, about 62 percent of which was female, was 96 percent African American; 76 percent of the students qualified for subsidized lunch based upon low family income. A standardized measure of academic achievement was analyzed for the impact of preschool attendance, preschool model, kindergarten model, sex, and interaction between the variables. No significant differences were found in achievement between students who attended preschool prior to entering kindergarten and those who did not. The results indicated that sixth grade academic achievement was enhanced by early learning experiences that emphasized socioemotional development over academic preparation. This finding was particularly strong for males. While reading appeared to be the area of achievement most broadly affected by kindergarten experiences, boys' overall achievement in sixth grade was consistently higher if kindergarten teachers had nurtured early social development. (Contains 11 references.) (MDM)

ED 407 095 PS 025 227

Oskin, Deborah L.
Realistic Control Perceptions, Age, and Gender as Moderators of the Relationship between Victimization and Hope in Children.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Blacks; Childhood Attitudes; Children; Realism; *Self Determination; *Sex Differences; Urban Areas; *Victims of Crime; *Violence
IDENTIFIERS- *Hope; Witnesses to Violence

This study examined age, gender, and subjects' realistic model; (2) limited ways to express care and concern directly to their children; (3) problems in the relationship with their children's mother; (4) explaining time spent in prison to their children; and (5) the transition to the world of work. Fifth, although incarcerated fathers have parenting interests similar to fathers in general, they have many unique concerns, such as legal issues, children's questions about jail, and controlling anger. (KDFB)

ED 407 113 PS 025 322

Konzal, Jean L.
Teachers and Parents Working Together for Curriculum Reform: Possibility or Pipe Dream?
PUB DATE- Mar 97
NOTE- 26p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; Educational Improvement; High Schools; Parent Attitudes; *Parent Participation; *Parent Teacher Cooperation; Teacher Attitudes
IDENTIFIERS- Eisner (Elliot W); *Professionalization of Teaching

Two concurrent themes in recent educational reform efforts--teacher professionalism and parent participation--have not been easy to reconcile in practice. This study investigated the introduction of two controversial curriculum reforms in a small New England high school with an eye to the relationships that existed among parents and between parents and educators during the process. Using Eisner's work on educational criticism as a guide, the study used an alternative form of representation--reader theater scripts--to describe its results. The study found that it is difficult for parents and educators to come to common understandings about what goes on in "good" classrooms because: (1) parents have widely differing views, or mental models, based on their own school experiences; (2) the traditional or bureaucratic mode of school operation (as described by Goldring and Bauch, 1995) put administrators and teachers in the position of making educational changes essentially without parent participation, provided such changes were within the community's "zone of tolerance"; and (3) the new concept of teachers as professionals provides teachers with common mental models about what constitutes "good" education, but privileges these models and puts parents in the unequal role of client. The study concluded that redefining educators and parents as members of a community, held together by informal, responsive interactions, holds promise for reconciling current tensions. (Contains 50 references.) (EV)

ED 407 114 PS 025 325

Katz, Lilian G.
Child Development Knowledge and Teachers of Young Children.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 83p.; For related document, see ED 385 374.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Opinions/Personal

Bullying Project. Part 10 gives advice for students, parents, and families, while Part 11 contains material for overhead transparencies used in training. (KDFB)

ED 407 131 PS 025 363

McKelvey, Carole A., Ed.
Give Them Roots, Then Let Them Fly: Understanding Attachment Therapy.
PUB DATE- 95
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attachment Behavior; Behavior Disorders; *Children; *Emotional Adjustment; Emotional Development; Mental Health; Parent Child Relationship; Parenting Skills; Problem Children; Program Descriptions; *Therapy
IDENTIFIERS- *Attachment Disorders; Evergreen Attachment Center CO; Security of Attachment

This book describes attachment theory, presents the attachment therapy program in place at the Evergreen Attachment Center at Evergreen, Colorado, and examines the implications of attachment therapy. The chapters are: (1) "An Overview" (Carole A. McKelvey, John Alston); (2) "Attachment Theory and Assessment" (Michael Orlans, Terry Levy); (3) "Insight into Attachment" (Connell Watkins); (4) "Does Attachment Disorder Exist? Statistics, Research, Rationale" (Elizabeth Randolph); (5) "Placing Parents--Life in the Trenches" (Paula Pickle, Dianne Allred); (6) "The Therapeutic Team" (Paula Pickle, and others); (7) "Two Week Intensive" (Michael Orlans, Terry Levy); (8) "Long Term Treatment of Attachment-Disordered Children" (Neil Feinberg); (9) "Therapeutic Parenting (Part 1)" (Deborah Hage); (10) "Therapeutic Parenting (Part 2)" (Deborah Hage); (11) "Reintegration with the Placing Family (Adoptive-Birth-Foster)" (Margaret Meinicke, Paula Cyd Seigel); (12) "Developing a Community Approach" (Lloyd Boggs, Nancy Taylor); and (13) "Prologue." Appendices contain a review of the attachment literature, the Child Behavior Questionnaire, readings and resources, and information on finding a therapist. (KDFB)

ED 407 132 PS 025 365

Principios Multiculturales para los Programas Head Start (Multicultural Principles for Head Start Programs).
PUB DATE- 92
NOTE- 25p.; For English version, see ED 382 387.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Role; Cultural Awareness; Cultural Background; Cultural Pluralism; Diversity (Student); *Educational Principles; *Multicultural Education; *Preschool Curriculum; Preschool Education; Relevance (Education)
IDENTIFIERS- *Project Head Start

This Spanish-language report outlines 10 multicultural principles for Head Start preschool programs and ancillary services. The report assets that Head Start programming should: (1) treat of anxiety experienced by individual children. The adjustments identified were changes in language experience, physical environment, social support systems, parental behavior, and expectations toward the relocation situation. A questionnaire was developed to measure adjustment and anxiety within the relocation situation; it rated children's scores with respect to the five adjustment independent variables and their relation to the dependent variable, anxiety. Results indicated that parental behavior was of prime importance as an adjustment factor for the children. Contrary to expectations, children experiencing greater language adjustments tended to be less anxious than those whose language was the same as that of the school they attended. Differences were also found in the expression of anxiety between different cultural groups. (Contains 19 references.) (EV)

ED 407 149 PS 025 382

Mother-Child Interaction and Cognitive Outcomes Associated with Early Child Care: Results of the NICHD Study.
PUB DATE- Apr 97
NOTE- 63p.; Poster symposium presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Day Care; *Day Care Effects; Early Experience; Family Characteristics; Family Influence; *Infants; *Language Acquisition; Longitudinal Studies; Mothers; *Parent Child Relationship; Preschool Education; Toddlers

Does early child care hinder or enhance infants' and toddlers' social and cognitive development? This longitudinal study investigated whether: (1) child care is related to qualities of mother-child interaction and the child's cognitive and language development in the first 3 years of life; (2) the child care environment interacts with the home environment in prediction of these outcomes; and (3) specific characteristics of child care are related to outcomes in these two domains (cognitive and language development). Children (n=1,364) were assessed at 6, 15, 24, and 36 months of age. Assessments included observations of the child's child care environment, of the mother and child during a structured interaction, of the child's home environment, and standardized measures of cognitive and language development. Results indicated that selection, child, and family variables were consistently significant predictors of both mother-child interaction and cognitive and language outcomes. Child care variables consistently made an additional significant, though usually smaller, contribution to explaining individual differences in these outcomes. Quality of provider-child interaction was related to better cognitive and language scores and to more positive mother-child interactions. Amount of child care was associated with less sensitive and engaged mother-child interactions, but was unrelated to cognitive and language outcomes. (EV)

ED 407 150 PS 025 383

Flyr, Mary L.; And Others
The Influence of Parental Advice Giving on Children's Friendship.
PUB DATE- Apr 97
NOTE- 43p.; Paper presented at the Biennial Meeting of the

than subjects, using learning centers, meeting students' unique needs and interests, and budgeting time. Perceived challenges included administration-induced problems, such as standardized testing and a vague retention policy; assessment challenges, such as maintaining individual documentation; organizational challenges, especially in trying to create flexible, nonpermanent groups of children; curricular and instructional challenges such as individualizing instruction; the need for more materials; the complexity of nongradedness, especially for struggling students; the increased preparation necessary; and dealing with undesirable student behavior. Perceived benefits included a supportive classroom environment, the opportunity for students to learn various roles, enhanced social and emotional development, time for teachers to know the children, higher expectations, and the variety and choices offered to students. (Contains about 85 references.) (KDFB)

ED 407 166 PS 025 416

Safe Active Play: A Guide to Avoiding Play Area Hazards. Videotape.
PUB DATE- Jan 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Day Care Centers; Early Childhood Education; *Equipment Evaluation; Play; *Playgrounds; *Safety; School Safety; Young Children
IDENTIFIERS- *Child Safety; Hazards; Playground Design; *Playground Equipment

Active play provides healthy exercise and allows children to test their skills against challenges in their environment, but when play results in even minor injury, it may be taking place in a hazardous setting. This video is designed to teach caregivers, child care program staff and recreation officials how to create safe play environments. Based on the National Playground Safety's Institute Dirty Dozen, a list of the 12 most serious hazards commonly found on playgrounds, the video provides detailed specific information on how to: (1) use appropriate protective surfacing under equipment both indoors and outdoors; (2) make sure there are adequate fall zones around equipment; (3) identify protrusion and entanglement hazards; (4) identify entrapment hazards; (5) make adequate space around each piece of equipment; (6) identify trip hazards; (7) use age-appropriate equipment; (8) Identify pinch, shear and crush points; (9) use guard rails and safety barriers; (10) identify dangerous equipment; (11) follow a regular inspection and maintenance schedule; and (12) supervise children at all times. Rather than focus only on playground problems, the video demonstrates how hazards may be present in indoor play and suggests how programs can provide alternatives while hazards are removed or repaired. The video is intended both as an inservice training tool for caregivers who supervise children and as a guide to program directors who may need to design a new play area or modify an existing area. (WJC)

ED 407 167 PS 025 418

Head Start: Research Provides Little Information on Impact of Current Program. United States General Accounting Office Report

IDENTIFIERS- Authority; *Developmental Assessment; Emotional Expression; ERIC Digests; Toilet Training

To help parents address those aspects of their child's development which may need special encouragement, support, or intervention, this digest delineates 11 categories of behavior for assessment. Parents should not be alarmed if their children are having difficulty in only a few categories, and they should not judge their children's permanent behavior based on one day's observation. The categories are: (1) sleeping habits; (2) eating habits; (3) toilet habits; (4) range of emotions; (5) friendship; (6) variations in play; (7) responses to authority; (8) curiosity; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things in life." Concerning these categories, parents should ask whether their child usually falls asleep easily and wakes up rested; eats with appetite; has bowel and bladder control, especially during the day; shows the capacity for a range of emotions over a period of time; initiates and maintains satisfying relationships with peers; varies his or her play and adds different elements to the play; accepts adult authority; exhibits curiosity and adventure; becomes absorbed and interested in something outside him- or herself; expresses spontaneous affection for caregivers; and enjoys the pleasures of childhood. The first 3 of the 11 categories are particularly sensitive indicators of children's well-being because the child has control of them. The other criteria are more culture-bound. When children are having problems with some of these areas of development, they can sometimes be helped when adults simply spend more time with them, or when the children's daily routines are simplified. (BC)

ED 407 183   PS 025 518

JiJi De GuanJiao FangFa (Positive Discipline). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 6p.; For English version, see ED 327 271.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; *Classroom Techniques; *Discipline; *Educational Practices; Elementary Secondary Education; *Self Esteem
IDENTIFIERS- ERIC Digests

This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. Discussion focuses on: (1) 12 methods of discipline that promote self-worth; (2) the process of creating a positive climate that promotes self-discipline; (3) harmful and negative disciplinary methods; and (4) good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (RH)

ED 407 184   PS 025 519

McBride, Brent A.; Rane, Thomas R.
FuQin Huo NanXing CanYu ErTong ZaoQi Jiao Yu (Father/Male Involvement in Early Childhood Programs). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 400 123.
LANGUAGE- Chinese

Individuals with Severe Disabilities.
PUB DATE- Mar 97
NOTE- 30p.; Shorter version was presented at the Annual Meeting of the American Council on Rural Special Education (San Antonio, TX, March 1997); for proceedings, see RC 020 986.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Employment Potential; *Job Performance; Observation; *Severe Disabilities; Test Manuals; *Vocational Evaluation; Vocational Rehabilitation; Work Sample Tests
IDENTIFIERS- Behavioral Assessment; *Work Performance Assessment (Test); *Work Personality Profile

This paper describes the Work Performance Assessment (WPA) and the Work Personality Profile (WPP) and provides instructions for their use. The WPA and WPP evaluate behaviors associated with job retention and advancement among disabled workers. Together the two evaluation components form a comprehensive observational assessment designed to provide a useful alternative when traditional multiweek vocational evaluation is inappropriate or impractical. WPA is a simulation procedure that assesses behavioral responses to 19 common work demands. Assessment activities include two work tasks, a teamwork activity, and a socializing opportunity. WPP is a 58-item work personality rating instrument that can be used wherever work-related behavior is occurring. WPP assesses attitudes, values, habits and behaviors essential to retaining a job and acquiring promotability potential, and presents results on a profile form that includes 11 primary and 5 secondary work behavior categories. Sections on the WPA and the WPP discuss features of each measure, target behaviors, creating or selecting the test environment, test materials, orientation and training for test administrators, videotaping the WPA, briefing and debriefing participants, and rating and reporting performance. Included are a sample WPA report form, the WPP, software instructions, and a sample WPP report with rating scales and explanation of employability deficits. Contains 30 references. (SV)

ED 407 201 RC 021 028

Bull, Kay S.; Kimball, Sarah L.
Using the Internet in Rural Special Education: Accessing Resources.
PUB DATE- Mar 97
NOTE- 31p.; Shorter version was presented at the Annual Conference of the American Council for Rural Special Education (San Antonio, TX, March 1997); for proceedings, see RC 020 986.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Hypermedia; Information Networks; *Information Sources; *Internet; *Online Searching; *Rural Education; *Search Strategies; Special Education; World Wide Web
IDENTIFIERS- Search Engines

This paper provides basic information on searching the Internet and describes sites of interest in the area of rural special

Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the North Central Region, which includes Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 216 SE 055 755

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Northeast and Islands Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 136p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs
IDENTIFIERS- Connecticut; Dwight D Eisenhower Math and Science Educ Program; Maine; Massachusetts; New Hampshire; New York; Puerto Rico; Rhode Island; United States (Northeast); Vermont; Virgin Islands

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Northeast and Islands Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the Year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for school teachers of mathematics (N=66) and college faculty of mathematics (N=25). Findings indicate that the college faculty made reference to computer usage more often in their lectures than did the high school teachers. Additionally, the college faculty estimated their knowledge of computers higher than did the high school teachers, but evaluated their students' knowledge as lower than the evaluation given by the high school teachers. Finally, both the high school teachers and the college faculty agreed that they rarely used the Internet in the classroom, but both groups said they anticipated more usage in the future. The survey instrument is also included. (Author/JRH)

ED 407 235 SE 059 976

McGinnis, J. Randy; And Others
The Assessment of Elementary/Middle Level Teacher Candidates' Attitudes and Beliefs about the Nature of and the Teaching of Mathematics and Science.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 26 Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Higher Education; Junior High Schools; *Mathematics Instruction; *Preservice Teacher Education; *Science Instruction; *Teacher Attitudes
IDENTIFIERS- *Nature of Science

This paper describes the use of a valid and reliable instrument, Attitudes and Beliefs about the Nature of and the Teaching of Mathematics and Science, that measured teacher candidates' attitudes and beliefs. Data was collected from students (N=1,128) in mathematics, science, or pedagogy undergraduate college classes taught in higher education institutions in Maryland. Findings from the data indicate that attitudes toward learning mathematics and science as well as beliefs about mathematics and science did not significantly change during the year in which the survey was administered. The teacher candidates' beliefs about teaching mathematics and science did improve significantly in the second semester while other students' attitudes toward learning to teach mathematics and science dropped in the second semester. In addition to these findings the data assists in constructing a statewide landscape of what undergraduate teacher candidates feel and believe about mathematics and science and the teaching of those disciplines before they enter the methods and student teaching components of their teacher education program. The survey instrument is also included. Contains 38 references. (JRH)

ED 407 236 SE 059 978

Gramoll, Kurt
Mars Navigator: An Interactive Multimedia Program about Mars, Aerospace Engineering, Astronomy, and the JPL Mars Missions. CD-ROM.
SPONS. AGENCY- National Aeronautics and Space Administration, Washington, DC.
PUB DATE- 97
NOTE- 0p.; Not sold by NASA, but copies can be obtained "for educational use"; send e-mail request to: catherine.l.davis

SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 23 Jan 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Educational Strategies; Ethnic Groups; High School Students; High Schools; *Hispanic Americans; Inquiry; *Mathematics Instruction; Questionnaires; Sex Differences; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Hispanic American Students

This paper reports on a survey administered to 226 mathematics students at a Texas high school with a 99% Hispanic student population. The survey consisted of items that gauged attitudes toward mathematics and the frequency of traditional versus non-traditional classroom activities. A series of analyses of variance were conducted with gender and mathematics courses as main factors. Findings indicate that female students had more unfavorable attitudes toward mathematics than male students and perceived a greater frequency of traditional activities than did the male students. Students in algebra and geometry classes had worse attitudes toward mathematics than students in calculus classes. Data indicate a greater occurrence of traditional teacher-centered activities than non-traditional inquiry-based activities, and a positive correlation between achievement and attitude. A higher correlation coefficient was associated with negative attitudes and traditional activities than positive attitudes, indicating that negative attitudes toward mathematics are positively correlated with traditional teaching activities. Contains 25 references. (Author/JRH)

ED 407 257 SE 060 192

Davis, Elizabeth A.
Students' Epistemological Beliefs about Science and Learning.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Strategies; Grade 8; *Inquiry; Junior High Schools; Learning Strategies; Middle Schools; Science Curriculum; Sex Differences; *Student Attitudes; Teaching Methods
IDENTIFIERS- *Nature of Science

This paper investigates middle school students' particular beliefs about the process of scientific inquiry as well as their beliefs about learning science, specifically the level of autonomy appropriate and their preference for memorization or understanding. Data collection instruments included a beliefs assessment, measures of student performance, and interviews. Results indicate that students with a dynamic view of the process of science are likely to try to understand science, whereas those who view science as a static field expect to memorize facts. Students that believed understanding is the best strategy for learning science scored highest on the final exam. Other findings indicate that although students improve overall in the productivity of their beliefs over the course of the semester, students who start out with less productive

Number"; (2) "Place Value"; (3) "Addition, Subtraction"; (4) "Multiplication, Division"; (5) "Fractions: Common, Decimal"; (6) "Geometry"; (7) "Estimation"; (8) "Calculations"; (9) "Miscellaneous Mathematical Concepts"; and (10) "Problem Solving". The appendix contains an annotated bibliography of children's books which are helpful in the teaching of mathematics and were chosen because of their proclivity for integrating mathematics instruction through their story line. (JRH)

ED 407 279 SE 060 237

Madigan, Timothy
Science Proficiency and Course Taking in High School: The Relationship of Science Course-Taking Patterns to Increases in Science Proficiency between 8th and 12th Grades.
PUB DATE- Apr 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Grade 12; Grade 8; High Schools; Junior High Schools; Racial Factors; *Science Curriculum; *Science Education; Sex Differences; Socioeconomic Background

This analysis uses data on science achievement and transcript reports of science course taking patterns of students from the National Education Longitudinal Study of 1988 (NELS:88) to estimate the relationship between science course taking and the change in science proficiency levels between 8th and 12th grades. It also explores the extent to which gains in science proficiency are related to student race-ethnicity, gender, and socioeconomic background after accounting for differences among these groups in science course taking. Findings indicate that 54% of students showed an increase in their science proficiency level while 35% stayed at the same level and 11% declined. Generally speaking, taking eight or more semesters of science was positively associated with an increase in science proficiency level and for students who started at the top science proficiency level in eighth grade, taking more advanced science courses was related to increases in science proficiency level. Asian and white students were found to be more likely to increase in science proficiency level, and gender, race, and familial socioeconomic background continued to exhibit a relationship to chances of increasing in science proficiency even after adjusting for differences in science course-taking. Contains 45 references. (JRH)

ED 407 280 SE 060 240

Newcomb-Jones, Carol
On Campus Study of Florida Wildlife: Project Report.
PUB DATE- Dec 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Conservation (Environment); *Ecology; Environmental Education; Grade 4; Grade 5; *Interdisciplinary Approach; Intermediate Grades; Learning Activities; Natural Resources; Science Activities; Wildlife
IDENTIFIERS- Environmental Awareness; Florida

PUB DATE- 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; *Cultural Context; Cultural Interrelationships; *Cultural Pluralism; Elementary Secondary Education; Ethnic Relations; Foreign Countries; *Multicultural Education; *Public Schools; Social Integration
IDENTIFIERS- *Canada; *Quebec

This study investigates the role of public education in multicultural societies, specifically Canada and Quebec. The paper explores the response of the Canadian society to the cultural and religious differences of minority groups, as well as the extent of validation of this difference in the public schools. The study, based on an holistic, multidisciplinary theoretical framework, developed a multi-layered sociological and constructivist perspective both for the analysis and for solutions of multicultural education in Canada. Part 1 highlights the various levels of exclusion of immigrants/citizens at the structural, institutional, and educational levels of institutional multiculturalism. Part 2 describes the replication of institutional multiculturalism in the education system by discussing the essentialist ideology of "la culture publique commune" (the public common culture) at the core of curricula content and educational strategy of multicultural education. Part 3 challenges the prevalent "dirigiste" multicultural education in Quebec, Canada. Proposals are offered for an action reform plan to broaden the application of multicultural education in its truest sense. Contains 28 references. (EH)

ED 407 302 SO 026 902

Franklin, Betty Smith; Warner, Chris
Recollections of Girlhood, Reconstructions of Self.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advocacy; Consciousness Raising; Empowerment; *Females; *Feminism; Individual Power; Intermediate Grades; Junior High Schools; *Middle Schools; Personal Autonomy; Self Concept; Womens Education; *Womens Studies
IDENTIFIERS- *Silence

This paper examines the historical silence of women and how that is replicated in the schools. The work focuses on the narratives of 31 college-aged women as they reflect on the experiences of their middle school years. This qualitative analysis of recollected narratives of girlhood is based on listening to the powerful voices of young women in college, and traces, within a limited scope, their hesitant construction of themselves and their way of being in the world within the limited linguistic space allotted them. Silencing in the classroom is noted repeatedly in the narratives, as young women are afraid to speak out or are encouraged not to participate.

NOTE- 80p.; For a related document, see IR 056 368.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Elementary Secondary Education; Empowerment; *Folk Culture; Influences; Information Management; Leadership Qualities; *Leadership Training; Librarians; *Library Administration; Library Administrators; Library Development; Library Planning; *Management Development; Metaphors; Professional Development; *School Libraries
IDENTIFIERS- Folktales

This book offers practical advice to school library media specialists for developing and improving leadership skills. It is asserted that societal crises like illiteracy, poverty, alienation, and socioeconomic divisions make librarians "ecologists" of the mind. Librarians ensure equitable access to others' insights into life's concerns, and particularly because schools help form young minds, school librarians are in a critical position to positively influence society. Drawing heavily on folkloric metaphor, the book presents ideas on library leadership in ten sections: (1) "Rings of Influence"; (2) "Archetypes of Leadership"; (3) "The Quest for Personal Management"; (4) "The Folklore of the Organization"; (5) "The Magic Power of Empowerment"; (6) "Leading the Library: The Inner Ring of Leadership"; (7) "Leadership within the School: The Second Ring of Power"; (8) "Leadership within the Community: The Third Ring of Power"; (9) "Leading within the Profession: The Fourth Ring of Power"; and (10) "The Audience Role of Following." (Contains 113 references.) (SWC)

ED 406 989 IR 056 364

Miller, Donna P.; Anderson, J'Lynn
Developing an Integrated Library Program. Professional Growth Series.
PUB DATE- 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrators; *Course Integrated Library Instruction; *Curriculum Development; Elementary Secondary Education; *Information Literacy; Instructional Materials; Learning Resources Centers; Lesson Plans; *Librarian Teacher Cooperation; Librarians; Library Skills; Media Specialists; Program Effectiveness; Program Implementation; School Libraries; Teacher Collaboration; Team Teaching; *Units of Study
IDENTIFIERS- Barriers to Implementation

This book provides teachers, media specialists, and administrators with a step-by-step method for integrating library resources and skills into the classroom curriculum. In this method, all curriculum areas are integrated into major units of study that are team-planned, team-produced, and team-taught. Topics include: components of the program and its relative strengths over traditional school library programs; research- based rationale for the program and its real-life implications; the planning team and collaboration among teachers, administrators, and the school librarian; implementation of the program for grades kindergarten-2, 3-6,

ED 407 006 JC 970 190

Bradshaw, Allen
Designing a Virtual Classroom for Distance Learning Students through the Internet.
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College English; Community Colleges; *Computer Managed Instruction; *Computer Mediated Communication; Computer Uses in Education; Course Descriptions; *English Instruction; *Instructional Design; Instructional Innovation; *Internet; *Teacher Student Relationship; Two Year Colleges
IDENTIFIERS- *Virtual Classrooms

Advantages to using the Internet to deliver instruction include the fact that Hypertext Markup Language (HTML) can be accessed on any computer, broadening the student base to anyone with an Internet browser and a PPP (Point-to-Point Protocol) account. In addition, instructions, lectures, and examples can be linked together for use as students need them. In an effort to test Internet-based instruction, an entire English course was placed on the Internet at Arizona's Mesa Community College. The course offers students the opportunity for daily contact with the instructor through electronic mail or the telephone, research links at home, communication and discussion with the rest of the class, the ability to submit assignments remotely, and a unique opportunity to explore writing and literature of the world. One benefit of the course has been improved access to instructions and lectures than that provided by the college's existing computer English delivery system. In addition, the Internet has provided faster access, students do not need to fumble through lab manuals, and they can switch models of class delivery without missing anything. Electronic-mail performs a vital role in delivery of the course, allowing for communication between the instructor and students and a means of submitting and returning assignments. On a final evaluation of the course, positive comments were received with regard to increased flexibility, access, and instructor availability. Sample screenshots are included. (HAA)

ED 407 007 JC 970 191

Brewer, Jerrilyn; Schwandt, Linda
Does the Reality Created by Your Perceptions Enhance or Limit Your Ability To Walk the Leadership Tightrope?
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role;

Rieley, James
Scenario Planning in Higher Education.
PUB DATE- Feb 97
NOTE- 11p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Principles; Change Strategies; *Futures (of Society); Higher Education; *Long Range Planning; *Organizational Development; Organizational Objectives; *Strategic Planning; Trend Analysis
IDENTIFIERS- *Mental Models; *Scenarios

Scenario planning can help institutions change the mental models used in planning to achieve a focus on the long-term future, rather than on the immediate future. While institutional survival depends upon the ability to detect and adapt to critical changes in the environment, all institutions face a wide range of potential future scenarios. By interviewing stakeholders regarding their perceptions of what the future holds in store, colleges can inform their selection of one or two potential scenarios to explore. Responses can be sorted into four quadrants, composed of two common characteristics and their opposites, with scenarios being developed for each. Because institutions tend to believe that their future will be an extension of their past, scenario planning can help examine the large-scale forces that may push the future into different directions. These driving forces are related to demographics and lifestyles, economics, politics, environmental factors, and technological issues. Once these forces have been identified, institutions should identify the forces that can be predicted and those that are uncertain and largely controlled by mental models. An effective tool for examining mental models is the systems map, using arrows to define the relationships between elemental behaviors. For each scenario, a scenario matrix should be used to develop a valid compilation of scenario strategies. A collective matrix is then built, which reflects the collective vision of the group members. Contains 17 references. (HAA)

ED 407 024 JC 970 208

Shugart, Sanford
Servant Leadership: Robert K. Greenleaf's Legacy and the Community College.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Community Colleges; *Governing Boards; Institutional Advancement; Institutional Characteristics; *Institutional Mission; Institutional Role; *Leadership Qualities; *Leadership Responsibility; Leadership Styles; *Organizational Development; Two Year Colleges

ED 407 040 JC 970 270

Roueche, John E.; And Others

Embracing the Tiger: The Effectiveness Debate and the Community College.

PUB DATE- 97

NOTE- 199p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Accountability; *College Outcomes Assessment; *Community Colleges; Educational Practices; Evaluation Methods; Evaluation Needs; Models; National Surveys; Program Descriptions; *School Effectiveness; Self Evaluation (Groups); Two Year Colleges

Focusing on efforts at community colleges to demonstrate institutional effectiveness, this monograph presents findings from a survey of 147 colleges regarding accountability practices and showcases seven colleges with effective accountability programs. The first chapter, "Focusing on the Problem: Accountability and Effectiveness in the Community College" (John E. Roueche, Katherine Boswell, and Suanne D. Roueche), describes the pressures for institutional effectiveness and general strategies used to measure effectiveness. The second chapter, "Surveying Institutional Effectiveness in North American Community Colleges" (Laurence F. Johnson), reviews the methodology and results from the study, based on responses from 61.2% of the colleges. The next seven chapters present the following narratives detailing specific practices used by colleges to demonstrate effectiveness: "Seizing the Opportunity of Institutional Effectiveness" (James L. Hudgins and Starnell K. Williams); "Productivity and Effectiveness at the Community College of Denver" (Byron McClenney); "Effective Stewardship: Making the Case for Measuring Outcomes and Accountability" (Patrick J. McAtee); "Developing an Institutional Effectiveness Model: Continuous Quality Improvement at Work" (Walter Bumphus); "The Baltimore Phoenix" (James D. Tschechtelin); "Seeking Quality at Humber College Through a Process for Transformation" (Robert A. Gordon); and "A Shared Vision for Learning Outcome Improvement at Palomar College" (George R. Boggs). Finally, recent strategies for responding to demands for accountability are reviewed in "The Tiger's Tale: A New Story for Community Colleges," (John E. Roueche, Suanne D. Roueche, and Laurence F. Johnson). The survey instrument and cover letter are appended. (HAA)

ED 407 041 JC 970 271

A Report to the Iowa General Assembly on the Community College Funding Formula.

PUB DATE- Jan 95

NOTE- 60p.; For a related report on recommendations for a new funding formula, see JC 970 272.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; Educational Economics; *Educational Equity (Finance); *Educational Finance; Enrollment; Financial Needs; Program Improvement; *Resource Allocation; *State Aid; Statewide Planning; Two Year Colleges

IDENTIFIERS- *Funding Formulas; *Iowa

companion video provide practical advice and hands-on demonstrations of the essentials of mother and baby care, from birth to the first visit to the pediatrician. The first part of the booklet, which comes in both English- and Spanish-language versions, outlines the topics detailed in the (English- or Spanish-language) video: (1) preparation before the baby is born, including information on health insurance and benefits, choosing a doctor for the baby, and information on car seat laws and installation; (2) at the hospital, including rooming-in with the baby, and healing and hygiene; (3) transition from hospital to home, including breast care as milk comes in, emotional recovery, and adjustment tips for fathers; (4) Infant feeding, both breast and bottle-feeding; (5) daily care, including circumcision and umbilical cord care; (6) crying and sleeping, including sleep patterns and tips to soothe a crying baby; and (7) health and development, including infant temperament and settling in as a family. The remainder of the booklet offers more detailed information on related topics, such as needed clothing, cribs and other equipment; preparing older children for arrival of a sibling; recovering from a cesarean birth; exercises to help speed a new mother's recovery; returning to work after childbirth; and baby-proofing the home. A growth chart and immunization schedule as well as 12 additional references are included. (HTH)

ED 407 059   PS 024 956

Swartz, Robert J.; Parks, Sandra
Infusing the Teaching of Critical and Creative Thinking into Content Instruction: A Lesson Design Handbook for the Elementary Grades.
PUB DATE- 94
NOTE- 573p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Teaching; *Creative Thinking; Creativity; *Critical Thinking; Elementary Education; *Elementary School Curriculum; Instructional Innovation; Learning Strategies; Learning Theories; Lesson Plans; Logical Thinking; Problem Solving; Teaching Methods; *Thinking Skills; Units of Study
IDENTIFIERS- *Content Learning; *Infusion Methodology; Lesson Structure

This book explores the concept of combining effective classroom techniques for teaching students to become good thinkers with effective strategies to engage students in thoughtful learning of the regular elementary school curriculum. The technique of lesson design and instruction that results is called "infusing critical and creative thinking into content instruction." Part one, which explains the lesson plans concept and designing infusion lessons, also provides reproducible lesson plan forms. Part two addresses engaging in complex thinking tasks and provides sample lessons and reproducible materials in the areas of decision making and problem solving. Part three focuses on understanding, retention, and clarifying ideas. This section provides sample lessons and reproducible materials on comparing and contrasting, classification, determining parts and whole relationships, sequencing, finding reasons and conclusions, and uncovering assumptions. Part four addresses creative thinking and provides sample lessons and reproducible materials on generating possibilities and creating metaphors. Part five focuses on critical thinking and provides sample lessons and the development of relationships, dealing with crises, and sustaining relationships with families. (AA)

ED 407 076 PS 025 147

Jambor, Tom
Societal and Family Situations in the U.S.A. That Affect Children's Pro-Social Behavior.
PUB DATE- 17 Oct 96
NOTE- 9p.; Paper presented at the International Forum on Youth '96 (Gifu, Japan, October 17, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Affective Behavior; Antisocial Behavior; Child Rearing; *Children; Cultural Influences; *Emotional Development; Parent Child Relationship; *Parent Role; *Prosocial Behavior; *Social Development

This paper discusses social and emotional development during childhood and adolescence in the United States, focusing on factors that affect children's prosocial behavior and the role of parents in promoting such behavior. It is argued that changing family structures, including the growth of single parent families and "latch-key" children, along with increasing youth violence and antisocial electronic media, all contribute to the development of antisocial behavior in children. Parents can promote prosocial behavior in early childhood by modeling prosocial behavior, reinforcing prosocial behavior, and providing direct behavioral instruction. During middle childhood, peer rejection, neglect, and loneliness can contribute to antisocial behavior. During adolescence, peer pressure, conformity, social acceptance, and rejection all contribute to social and emotional development. Parents need to maintain a proper perspective, accept outrageous but harmless behavior, and intervene in the case of potentially harmful or dangerous behavior. Overall, parents and other influential adults should focus their energies on understanding children's development, developing prevention strategies during the early childhood years, reinforcing those strategies during middle childhood and adolescence, and being persistent and consistent within the family, school, and community. (Contains 14 references.) (MDM)

ED 407 077 PS 025 154

Lee, Valerie E.; And Others
The Influence of School Climate on Gender Differences in the Achievement and Engagement of Young Adolescents.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Catholic Schools; Discipline; *Educational Environment; *Equal Education; Grade 8; *Junior High School Students; Junior High Schools; Mathematics Achievement; *Middle Schools; Public Schools; Reading Achievement; *School Effectiveness; School Size; Sex Differences; Social Studies; Socioeconomic Influences
IDENTIFIERS- Middle School Students; National Education Longitudinal Study 1988

This study examined elements of the climate of middle-grades perceptions of control as potential moderators of the effect of community violence exposure (victimization and witnessing) on children's hopes for the future. Home interviews were conducted with 99 children ages 8 to 12 years living in high violence areas of a large southeastern city. Ninety-nine percent of the sample was African American. A significant three-way interaction between victimization, realistic perceptions of control about controllable events, and age indicated that, although all younger children experienced a decline in hope as victimization increased, those who were able to accurately assess the controllability of controllable events experienced a much smaller drop in hope. A similar decline was found for older realistic children. However, older children who were unable to assess accurately the controllability of controllable events experienced a small increase in hope as victimization increased. (MDM)

ED 407 096 PS 025 230

DiLalla, Lisabeth Fisher; Bishop, E. G.
Mother-Infant Interactions: A Twin Perspective.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
PUB DATE- Apr 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Age Differences; *Attachment Behavior; Attention Control; Longitudinal Studies; *Mothers; *Parent Child Relationship; *Parents as Teachers; *Time on Task; Time Perspective; Toddlers; *Twins

This study examined whether the differential maternal treatment of twins affected the twins' on-task behaviors in a teaching interaction. A total of 175 mothers and their same-sex 14-month-old twins were videotaped in their homes in triads. This was repeated for 170 of the families when the children were 24 months, and for 146 of the families when their children were 36 months old. Mothers were told to teach their children a difficult sorting task, and the first 2.5 minutes of each mother-child interaction was coded for warmth and control on the part of mothers, and, for the children, for time spent watching mother and time spent working on the task. Analyses indicated that maternal control was related positively to children's on-task behavior at 24 months and negatively at 36 months. Maternal warmth correlated positively with children's on-task and attention behaviors. When mothers were warmer with one child, that child worked on the task more than the other child. However, when mothers spent more time with one child, that child spent less time working on the task than the other child. (MDM)

ED 407 097 PS 025 234

Phillips, Sian
The Study of Competence-Anxiety Relations within Social Interaction: A Dynamic Systems Approach.
PUB DATE- Apr 97
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington,

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Annotated Bibliographies; *Child Development; Early Childhood Education; Individual Development; *Knowledge Base for Teaching; Preschool Teachers; Teacher Education; Young Children

This monograph explores issues around the position of child development knowledge in early childhood education. Part 1 of the monograph raises questions regarding the role of such knowledge in teaching young children and its place in teacher education. This section considers the definition of "development," the type of child development knowledge that should be learned, the potential for professional agreement of a body of child development knowledge and principles that must be mastered by students, and reasons why the role of child development knowledge in pedagogy has become a contentious issue. Part 2 outlines how understanding the nature of child development can be used to generate basic principles of practice for early childhood education that satisfy developmental criteria. This section proposes 19 principles of early childhood practices that have implications for planning curricula and programs for young children. Included in this monograph are selected ERIC annotated bibliographies on early childhood teacher education and developmentally appropriate practices in early childhood education. (Contains approximately 25 references.) (Author)

ED 407 115 PS 025 326

Katz, Lilian G.
Tomorrow Begins Today.
PUB DATE- Apr 97
NOTE- 14p.; Keynote Address at opening ceremony at the Caribbean Conference on Early Childhood Education (2nd, Barbados, West Indies, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Cultural Influences; *Early Experience; Economic Factors; Interpersonal Competence; Personality; *Preschool Education; Preschool Teachers; Social Development
IDENTIFIERS- Brain Development; Critical Period

There are several ways in which children's early experience is related to later development. First, there is irrefutable evidence that less than best quality early experiences represent missed opportunities for substantial contributions to the rest of children's lives. Second, recent research has found that about 80 percent of all neurological pathways are developed in the first 6 years and the capacity to repair or develop alternative neurological pathways for inadequate, faulty, or damaged systems diminishes after the early years. Thus, the early years should entail exploration in rich and safe environments. Third, all children arrive at school with lively minds and with inborn dispositions to make sense of their experiences, observations, and feelings. Intellectual dispositions should be strengthened and supported rather than undermined by premature academic pressures. Fourth, there is evidence that before age 6 is a critical period for social development because it is likely that others react to children in such a way as to strengthen whatever pattern of social behavior has been established. Fifth, the early development of cultural identity is a source of values, norms, support, every child as an individual; (2) represent the cultural groups in the community; (3) emphasize accurate information about cultural groups and discard stereotypes; (4) address cultural relevance in making curriculum choices; (5) allow individuals to retain their cultural identity; (6) provide for native language instruction and the acquisition of English for children with limited English ability; (7) have respect for and understanding of other cultures; (8) examine and challenge institutional and personal biases; and (9) ensure that culturally relevant and diverse programming and practices are incorporated in all components and services. (HTH)

ED 407 133 PS 025 366

Fun and Learning for Parents and Children: An Activities Handbook.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Aug 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creative Activities; Learning Activities; Outdoor Activities; Parent Materials; Parent Participation; *Parents as Teachers; *Play; Preschool Children; Preschool Education; Recreational Activities
IDENTIFIERS- Daily Activities; Daily Routines; Project Head Start

Based on the assumption that the more parents enjoy playing with their children, the more children will learn from their parents, this booklet is a collection of fun activities for parents to do with their preschool children. The booklet is organized according to location for the activity, whether in a particular room in the house or outdoors. Many of the activities are designed to be incorporated into daily family routines. Kitchen activities include involving children in meal preparation, naming kitchen appliances and their uses, and sorting and naming foods after grocery shopping. Living room activities include talking about sounds or the types of furniture, developing large muscles through acting out television characters or dancing, and reading together. Bedroom activities include reading, talking about clothing, and encouraging creativity and imagination. Bathroom activities include using mirrors to name body parts, playing with different toys while bathing, and practicing health and safety habits. Activities for a surprise drawer include playing guessing games, talking about the drawer's contents, and creating pictures or sculptures with items from the drawer. Outdoor activities include helping children plant a garden, listening for outdoor sounds, and encouraging children to describe their experiences. Community activities include going to a park, library, fire station, train or bus station, grocery store, laundromat, festival, and a scavenger hunt. The booklet concludes with a series of questions for use in evaluating the activities. (KDFB)

ED 407 134 PS 025 367

Observation and Recording: Tools for Decision Making. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Attitudes; Children; Elementary School Students; *Friendship; Interpersonal Competence; Parent Child Relationship; *Parent Influence; Peer Acceptance; Peer Groups; *Peer Relationship; Primary Education
IDENTIFIERS- *Advice Giving; Cognitive Mediation; Quality of Friendship

This study examined how parental advice-giving directly and indirectly influences children's quality of friendship with peers. Participating were 66 third graders, their classroom teachers, 66 mothers and 57 fathers, and 66 friends. All but one dyad of the target children and friend were the same gender. Teachers rated target children on peer acceptance, prosocial and disruptive behavior, verbal/physical aggression, and shy/withdrawn behavior. Parents separately read to their children four vignettes reflecting themes of ambiguous intent, group entry, relational aggression, and goal coordination. They were asked to talk about story events, discuss possible actions, and advise their child on the best thing to do next. Target children and their friends participated in free and structured play, a discussion, and a semi-competitive game. They were orally administered a questionnaire about their perception of the friendship. Findings showed that parents appear to provide nurturing and constructive advice regarding social behaviors more for remedial than enhancing purposes. Results indicated that: (1) parents provided higher quality advice when children were experiencing friendship and peer group difficulties than when they were not experiencing social difficulties; (2) children's appraisal of friendship was associated with children's observed friendship behaviors; and (3) children's cognitive appraisal score of a conflictual and betraying friendship had a mediating effect on children's observed friendship behaviors for fathers' advice-giving style and content. Both fathers and mothers gave more positive interpretations of peer interaction outcomes when their child's friendships were less prosocial and perceived as conflictual and betraying. Parents showed less encouragement and less warmth when children's friendships were quite positive and fulfilling. (Several figures present findings. Contains 12 references.) (KDFB)

ED 407 151 PS 025 387

This Is How We Live: Listening to the Poorest Families.
SPONS. AGENCY- United Nations, New York, NY.
PUB DATE- 95
NOTE- 171p.; Translated and revised from "Les familles du Quart Monde, acteurs de developpement" ("Families in Extreme Poverty, Actors in Development"), presented to the United Nations, December 1993.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Economically Disadvantaged; Family Attitudes; Family Characteristics; Family Environment; *Family History; *Family Life; Family (Sociological Unit); *Personal Narratives; *Poverty
IDENTIFIERS- Monographs

Often, reports on poverty present official statements and

to the Chairman, Committee on the Budget, House of Representatives.
PUB DATE- Apr 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Educational Quality; *Educational Research; Outcomes of Education; Preschool Education; *Program Effectiveness; Program Evaluation; Research Design; Research Methodology; *Research Needs; Research Problems
IDENTIFIERS- *Impact Studies; *Project Head Start

Although an extensive body of literature exists on Head Start, only a small part of this literature is program impact research. The body of existing research is inadequate in size, quality, and comparability for use in drawing conclusions about the impact of Head Start in any area in which Head Start provides services. This report from the General Accounting Office (GAO) provides an examination of the research plans of the Department of Health and Human Services (DHHS). Planned research will focus on new or innovative service delivery strategies (including descriptive studies, studies of program variations and demonstrations, and studies of the quality of innovative programs) but will provide little impact data on regular Head Start programs. DHHS believes effectiveness of Head Start is already proven, that conducting impact studies would be difficult and perhaps unethical, and that national estimates of program impact and comparisons with other service providers are not appropriate. GAO concluded that the increasing demand for shrinking federal resources and for accountability points to the need for conducting impact studies on Head Start and recommended that GHHS include in its research plan an assessment of the impact of regular Head Start programs. A summary of DHHS' comments conclude the report. Six appendices document how the GAO report was developed: Appendix 1, "Objectives, Scope, and Methodology"; Appendix 2, "Research, Demonstration, and Evaluation Budgets for the Head Start Program"; Appendix 3, "Summaries of Studies Included in the Review"; Appendix 4 "Comments from the Department of Health and Human Services"; Appendix 5 Acknowledgments"; and Appendix 6, "GAO Contacts and Staff Acknowledgments." (DR)

ED 407 168   PS 025 420

Deluca, Paolo
What Do Children Know about the Interior of the Body? A Comparison of Two Methods of Investigation.
PUB DATE- Apr 97
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Anatomy; Cognitive Development; Comparative Analysis; Foreign Countries; Freehand Drawing; *Human Body; Methods Research; Preschool Children; Preschool Education; *Recall (Psychology); *Recognition (Psychology); Research Methodology; Sex Differences; Teaching Methods
IDENTIFIERS- Childrens Drawings

This research compared two methods used to investigate the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; Father Attitudes; *Fathers; Males; *Parent Child Relationship; *Parent Participation; Parent Responsibility; *Parent School Relationship; Young Children
IDENTIFIERS- ERIC Digests

Given the support for increased involvement of parents in their children's schooling and the positive contribution men can make to children's development, it is important to reach out specifically to fathers or other significant males in parent involvement efforts for pre-kindergarten and early childhood programs. This digest discusses barriers to male involvement, including: (1) fathers' fears of exposing inadequacies; (2) ambivalence of program staff members about father involvement; (3) gatekeeping by mothers; and (4) inappropriate program design and delivery. The digest also offers the following suggestions for educators who are planning initiatives targeted at men: (1) be specific about goals; (2) acknowledge resistance to initiatives; (3) identify significant male role figures; (4) provide training and support services for staff; (5) train female facilitators to accept male involvement; (6) do not neglect mothers; (7) go slowly; and (8) do not reinvent the wheel. (LPP)

ED 407 185 PS 025 520

Rothenberg, Dianne
ZhiChi QingChunQi NuSheng De FaZhan (Supporting Girls in Early Adolescence). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 386 331.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Cultural Differences; *Early Adolescents; *Females; Intermediate Grades; Junior High Schools; Parent Child Relationship; Physical Development; Self Concept; *Self Esteem; *Sex Differences; Sex Stereotypes; Teacher Student Relationship
IDENTIFIERS- Adolescent Attitudes; ERIC Digests

Results of national studies suggest that for girls, the middle grades can be a time of significant decline in self-esteem and academic achievement. Reasons for this decline are not clearly indicated by research, but it is likely that multiple factors are involved. One factor is the preferential treatment boys receive in the classroom. Out-of-school factors include girls' observations about the different status of men and women in society. A third factor relates to cultural differences in sex role socialization. Researchers have observed other consequences associated with a general loss of self-esteem in preadolescent girls. For example, compared to boys, adolescent girls experience greater stress, are twice as likely to be depressed, and are four times as likely to attempt suicide. Girls' depression has been found to be linked to negative feelings about their bodies and appearance. In order to support and encourage preadolescent girls, parents can: (1) begin early to nurture freedom from stereotyped expectations; (2) inquire regularly about their daughters' participation in school; (3) listen to their daughters' questions and complaints about education. The first section traces the evolution of the Internet through various phases--ARPANET, NSFNET, CERNET, and the beginnings of the World Wide Web--and describes various protocols (methods and tools) developed to provide access to the directories of local servers. The second section describes the Internet today; presents a sample search engine and simple and advanced searches; explains general search strategies, how to make a search effective, and what to do about unexpected or inappropriate results; and lists and describes various search engines and their methods of searching the Internet. The third section lists and describes many sites of interest, including rural sites; sites for kids; free software and shareware for disabled children; sites for parents of disabled children; multipurpose sites that link to more specific sites; content specific sites providing resources in literature and language arts, mathematics, science, and social studies; software for teachers; sites for special education teachers; general disabilities sites; and sites that provide information and resources related to mental retardation, learning disabilities, attention deficit hyperactivity disorder, and the visually impaired. The final two sections describe HTML (hypertext markup language), how to write HTML documents, and how to create Websites and homepages. A table presents features of six World Wide Web search engines. (SV)

ED 407 202 RC 021 032

McInerney, Dennis M.; And Others
School Success in Cultural Context: Conversations at Window Rock. Preliminary Report.
PUB DATE- Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; Competition; Cultural Relevance; *Educational Attitudes; Family Influence; *Goal Orientation; Group Unity; High School Students; High Schools; Interviews; *Navajo (Nation); Parent Attitudes; Social Values; Student Attitudes; *Student Motivation; Teacher Attitudes
IDENTIFIERS- *Cultural Values

The goal theory of achievement motivation maintains that the goals stressed by schools influence children's self-efficacy and willingness to try hard. This paper examines the applicability of goal theory to a Navajo school and community and widens the focus to encompass a range of potential culturally relevant goals. Interviews were conducted at Window Rock High School on the Navajo Reservation (Arizona) with 20 students in grades 8-12, 10 Navajo community members, and 9 Navajo teachers. In general, interviewees believed that school-based education is important in that it assists students to develop self-sufficiency and competitive skills that will ultimately benefit the community. However, competitiveness is not regarded as merely a desire to win at all costs; it is tempered by a strong sense of affiliation to the Navajo group in that individual achievement is not sought at the expense of the community. Student motivation to do well at school was strongly linked with social concern and affiliation. Overwhelmingly, parents and extended family were the prime referent groups in influencing student progress at school. A generally supportive home environment was seen as essential for

Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Northeast and Islands Region, which includes Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, Vermont, and Virgin Islands. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 217 SE 055 756

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Northwest Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 123p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs
IDENTIFIERS- Alaska; Dwight D Eisenhower Math and Science Educ Program; Idaho; Montana; Oregon; United States (Northwest); Washington

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Northwest Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Northwest Region, which includes Alaska, Idaho, Montana, Oregon, and Washington. The document concludes with an index of

jpl.nasa.gov
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Aerospace Education; Astronomy; *Educational Technology; Elementary Secondary Education; Information Dissemination; Science Activities; *Space Sciences
IDENTIFIERS- Jet Propulsion Laboratory; *Mars (Planet)

This CD-ROM introduces basic astronomy and aerospace engineering by examining the Jet Propulsion Laboratory's (JPL) Mars Pathfinder and Mars Global Surveyor missions to Mars. It contains numerous animations and narrations in addition to detailed graphics and text. Six interactive laboratories are included to help understand topics such as the motion of the planets and mission design, and complete databases on planets, rockets, and past National Aeronautics and Space Administration (NASA) missions. Detailed interviews with JPL scientists, engineers, and employees allow the user to learn more about the people that make Mars missions successful. The content covers six major areas including the solar system, stars, Mars, mission planning, traveling in space, and spacecraft design. The content is not tied to any curriculum or lesson plan, but is intended to be an exploratory learning experience. (JRH)

ED 407 237 SE 059 984

MSEN Long-Range Goals 1996-2000. University of North Carolina Mathematics and Science Education Network.
PUB DATE- Apr 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Institutional Advancement; *Institutional Mission; Institutional Role; *Mathematics Education; *Organizational Objectives; Partnerships in Education; Policy Formation; Professional Continuing Education; *Science Education; Teacher Centers; Teacher Workshops
IDENTIFIERS- University of North Carolina

The University of North Carolina (UNC) Mathematics and Science Education Network (MSEN) applies the resources of UNC to strengthen mathematics and science education in K-16 schools throughout the state of North Carolina. MSEN has 10 centers located on university campuses statewide and six pre-college sites at these universities. University faculty direct center operations and provide workshops and courses for K-12 teachers. These professional development offerings bring teachers into contact with university faculty, scientists, and other professionals to expose them to the most current educational research. This publication of MSEN's long-range goals begins with vision and mission statements, followed by lists of beliefs and policies. Long-range goals are: (1) increase the number of underrepresented students who pursue mathematics- and/or science-based fields of study at the post-secondary level; (2) develop, implement, and evaluate programs that integrate technology into the teaching of K-12 mathematics and science; (3) conduct an ongoing and systematic program of assessment to identify those areas in North Carolina's mathematics and science education that need improvement; and beliefs improve more than do students who begin with productive beliefs. Finally, although girls and boys differ in their beliefs at the beginning of the semester, this difference disappears after participation in a semester-long innovative physical science curriculum. Instructional implications of these findings are discussed. An appendix contains a copy of the Relevant Questions on Beliefs Test. Contains 25 references. (JRH)

ED 407 258 SE 060 193

Schramm, Susan
Related Webs of Meaning between the Disciplines: Perceptions of Secondary Students Who Experienced an Integrated Curriculum.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Art Education; Concept Teaching; Curriculum Evaluation; Geometric Concepts; *Geometry; High Schools; Holistic Approach; *Integrated Curriculum; Interdisciplinary Approach; Learning Strategies; Mathematics Education; Problem Solving; *Relevance (Education); *Student Attitudes; Teaching Methods; *Visual Arts

The purpose of this inquiry was to determine the perceptions of certain secondary students in the Greater Cincinnati (Ohio) area who experienced an integrated curriculum that combined the subjects of geometry and visual art. A mathematics teacher and a visual arts teacher collaborated to facilitate student discovery by implementing creative problem-solving strategies that make unique connections between the traditional subjects of geometry and art. Specifically, students explored paper engineering concepts while designing three-dimensional pop-up greeting cards. Understanding of how secondary students perceive integrated curriculum in the context of human experience was generated through surveys and semi-structured interviews with the students who participated in the integrated project. Since many students often see little relevance in school life, the study also addresses how integration connects subject areas in ways that reflect real world applications of mathematics and art in industry. Implications of the study are based on the cross-curricular connections students discover as they bridge the gap between their classrooms and the real world of problem solving. Appendices include survey and feedback forms. (Author/PVD)

ED 407 259 SE 060 195

Tao, Ping-Kee; Gunstone, Richard F.
The Process of Conceptual Change in 'Force and Motion.'
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Context Effect; Foreign Countries; Generalization; Group Activities; High Schools; *Learning Theories; Physics; Problem Solving; Science

Ecosystem management is an integrated approach to managing Florida's biological and physical environments designed to maintain, protect, and improve the state's natural, managed, and human communities. This document contains activities designed for 4th-5th grade students that meet the guidelines of Florida's K-12 Science Framework to better acquaint students with Florida's natural systems and the wildlife that are dependent on these systems. The activities are based on Strand 7 of the Science Curriculum Framework "How Living Things Interact with the Environment." Activities are presented according to the following areas of focus: (1) individuals, populations, communities, and ecosystems are interrelated and interdependent; (2) the flow of energy and cycling of matter through biological systems links organisms to one another and to their physical setting; (3) limited resources create competition among organisms in ecosystems; (4) the environment plays a key role in selecting adaptations that ensure species variability and viability; and (5) human interaction may result in accelerated change in the environment leading to habitat loss or the creation of new habitats. Activities on the development of Bay Island and setting up and maintaining a marine aquarium are also included. (JRH)

ED 407 281 SE 060 242

Parsons, Sharon
The Search for Routes to a Common Ground for the Building of a Community of Co-Learners.
PUB DATE- Mar 97
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Chicago, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; College Faculty; Educational Theories; Elementary Secondary Education; Higher Education; Interaction; Science Education; *Science Teachers; *Teacher Education

This paper reports on an on-going action research project that attempts to establish a science education learning community. A pluralistic theoretical perspective influenced by post-critical theory, postmodernism/poststructuralism, and feminism is used in the examination of the challenges in developing a learning community among student teachers, classroom teachers, and university faculty. One prominent research outcome in the findings is the recognition of the need to address the "sacred stories" of university practice which contributes to maintaining the established power/knowledge relationships and maintaining the master narratives in teacher education. Contains 33 references. (Author/JRH)

ED 407 282 SE 060 246

Lowell, Laura; Willard, Carolyn
Sifting through Science. Teacher's Guide. K-2.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; Cooperative Learning;

Several of the women noted the centrality of appearances in their early adolescent years, along with the knowledge that being friends with the "right" people, as well as having a boyfriend, meant the difference between inclusion and exclusion. Several women noted being ashamed of their capabilities, of their inability to fully realize a sense of themselves within their linguistically dichotomized social world, or of their need to be perfect. A challenge is issued for primary institutions, especially schools, to break down the "patriarchal logic" designed to dichotomize language and to discredit girls. (EH)

ED 407 303 SO 026 903

Butler, Judy Davis
Civics and Government: Standards for Adequate Participation of Citizens in American Democracy?
PUB DATE- 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Citizenship Education; *Civics; *Democracy; Democratic Values; Elementary Secondary Education; Higher Education; Political Science; Social Studies; Teacher Education

This paper examines the research on students' and adults' knowledge of government and queries: "Will the civics and government standards (or any others) make any difference?" Contending that the present teacher education environment does little to promote active learning in the government classroom and that present government teachers have not likely seen a copy of the civics and government standards because of pressing classroom duties, those who are reading the standards are policy makers, bureaucrats, educational specialists, and those who produce and market educational materials. Because textbook companies and testing producers are embracing the various standards, the policy makers, local school leaders, and teachers will be affected by the standards as well. The paper challenges teachers and students to become involved in the standards debate and demonstrate the democratic principles they are to profess. Contains 18 references. (EH)

ED 407 304 SO 026 904

Jeffries, Rhonda B.; Harris, Ian M.
Peace Education: Cooling the Climate of Schools.
PUB DATE- 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Decision Making; Global Education; Intermediate Grades; Interpersonal Communication; Junior high Schools; Middle Schools; *Peace; Problem Solving; Prosocial Behavior; Public Schools; Qualitative Research; Social Control

and secondary school; potential obstacles to overcome; and qualitative benefits of the program. Lesson plans for grades kindergarten-8 are provided. Appendices include a brief description of the fully integrated library program; ideas for unit planning times; steps for developing a task card; sample task cards; tips for a successful integrated library program; curriculum map; American Association of School Librarians (AASL) position statement on the value of library media programs in education; AASL position statement on flexible scheduling; and a list of children's books used in the units. (Contains 16 references.) (Author/SWC)

ED 406 990 IR 056 365

McElmeel, Sharron L.
Research Strategies for Moving beyond Reporting. Professional Growth Series.
PUB DATE- 97
NOTE- 175p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Curriculum Development; Elementary Secondary Education; *Information Literacy; Information Seeking; *Information Skills; Lesson Plans; Library Skills; Media Specialists; Observation; Primary Sources; *Research Methodology; *Research Skills; Search Strategies; Student Projects; Teachers; Users (Information)
IDENTIFIERS- *Research Curriculum

This guide provides lessons for teaching primary research skills to elementary and middle school students. The lessons introduce basic research processes, emphasizing the use of primary sources and direct observation. A six-step process is described that applies to all grade levels. Examples are provided to help the teacher or media specialist plan lessons by which students learn to formulate questions, make predictions based on accumulated knowledge, utilize data gathering techniques, organize and record data, analyze results and conclusions, interpret information, and identify implications for further research. Suggestions for projects include written presentations, videos, museum-type displays, computer-generated slide shows, and Internet Web pages. Library skills are described for the different age groups. The book is divided into four chapters: (1) "Reports--Why Not?"; (2) "A First Step--Beginning the Research"; (3) "Mini-Research Lessons"; and (4) "Moving to a Larger Research Project." Appendices include reproducible forms describing research instruction, strategies, and class activities. A subject index is provided. (Author/SWC)

ED 406 991 IR 056 366

Pappas, Marjorie L.; And Others
Searching Electronic Resources. Professional Growth Series.
PUB DATE- 96
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Access to Information; Bibliographic Databases; Computer Mediated Communication; Computer Networks; *Electronic

College Administration; Community Colleges; *Leadership Qualities; *Leadership Styles; Learning Processes; *Organizational Development; *Self Concept; *Self Evaluation (Individuals); Supervisory Methods; Two Year Colleges
IDENTIFIERS- *Mental Models

When organizational leaders adhere to untested, self-generating beliefs, their ability to achieve desired results can be limited. Although leaders have traditionally been viewed as the bearers of all the answers and have been expected to make all organizational decisions, emerging views of leadership suggest that their role should be to encourage the collective learning of all members of the organization. For leaders to take on this new role, however, they must continuously re-examine their mental models, or images, assumptions, and stories about themselves, others, and their institutions. Leaders who wish to be more effective in their roles must test their own mental models and understand those of other members of the organization. One strategy for understanding the mental model is to become cognizant of the "ladder of inference," or the mental pathway of increasing abstraction, which often leads to misguided beliefs. To become aware of this ladder of inference, leaders should collect observable data and experiences, choose data to be used in formulating the particular inference, add meaning from previous data to the selected data, make assumptions based on this meaning, draw conclusions to adopt a set of beliefs, make decisions based on these beliefs, and use the beliefs to determine what data to select in the next event. Leaders employing this method will improve their ability to be creative while providing leadership. (HAA)

ED 407 008 JC 970 192

Gross, Peggy
Engaging the Disengaged: How Is It Different When Using Distance Education?
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Students; Community Colleges; Continuing Education; *Distance Education; *Educational Television; *Educational Trends; Labor Force Development; Nontraditional Students; Resistance to Change; *Student Characteristics; Student Motivation; *Teacher Attitudes; Telecourses; Two Year Colleges
IDENTIFIERS- Wisconsin Technical College System

In response to large numbers of returning adult students, Wisconsin's technical college system has placed an increased emphasis on school-to-work transition and innovative forms of distance education (DE). DE began in Europe at least 150 years ago through correspondence programs, expanded to include radio programs in the 1920s and 1930s, and moved to television programs with the development of satellite technology in the 1980s. Wisconsin's Northcentral Technical College began offering satellite television courses in 1986 and has provided interactive distance classes to 16,119 students since 1989. Data on these students indicate that 39% are between 26-40 years of age, 42% are not assigned to a particular program, 31%

IDENTIFIERS- *Greenleaf (Robert)

The term "servant leadership" involves putting people and ethical considerations intentionally ahead of short term institutional or personal self-interest. In the 1960s, Robert K. Greenleaf wrote the first of several books on servant leadership, arguing that institutions were both the glory and bane of modern society because they extended essential human services beyond the wealthy few, but also often behaved in unresponsive, bureaucratic, and destructive ways. The servant leader's central mission is to call institutions back to their fundamental mission of service, raising the institution's capacity to serve and to perform as a servant. Servant leaders are characterized by the use of persuasion over coercion, sustaining spirit over ego, foresight over control, listening over directing, acceptance over judgment, and systematic neglect over perfectionism. Structural changes will be required in the shape and culture of institutions, including the need for trustees to take on a regenerative role and to have more authority in staffing college administrations, while true servant institutions will modify hierarchies into teams, honor questioning and criticism, and address the corrupting influence of power. While community colleges are the most vital servant institutions of this century, they should not think that reforms are not needed with respect to the use of coercion with college students, the operation of boards of trustees, and the continued use of hierarchies. (HAA)

ED 407 025 JC 970 209

Davis, Michael; Pierpont, Phillip

Some People Make Things Happen, Some Watch Things Happen, While Others Sit Around and Wonder What Happened: An Update.

PUB DATE- Feb 97

NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185; for the original paper, see ED 394 592.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrative Change; *Administrator Role; Articulation (Education); Community Colleges; Declining Enrollment; *Department Heads; *Enrollment Management; Faculty Development; *Improvement Programs; *Organizational Development; Organizational Objectives; School Holding Power; Two Year Colleges

IDENTIFIERS- Vincennes University IN

In response to dramatic enrollment declines between 1991 and 1996, 19 division deans at Indiana's Vincennes University (VU) implemented the Pathways Project to renew their role as campus leaders and address the causes of the enrollment decline. In the project's first year, considerable success was achieved in involving over 100 faculty in five improvement projects. Subsequently, administrative reorganization at VU and the placement of the marketing and admissions departments in the Instructional Services division have led to systemic planning in enrollment management and more decentralized decision-making. Progress has also continued in the following five projects: (1) strengthening the relationship between VU and other secondary and post-secondary educational institutions, including the implementation of a one day workshop for high

Examining the methodology used to fund Iowa's 15 community colleges, this report reviews the history of the state's community colleges, highlights the strengths and weaknesses of the funding formula, and describes principles upon which sound funding should be based. Following a preface and executive summary, an introduction is provided to Iowa's community college system, reviewing their beginnings in 1918, their mission, and a task force formed in 1992 by college presidents to review the funding formula and make recommendations. Next, the existing funding formula is described, indicating that it establishes a base funding level for five instructional and five non-instructional categories and applies that level to each college's contact hours, square footage, and other factors. Inadequacies with the use of the formula as a determiner of the level of support and as a method for allocating funds are also addressed. Finally, general principles are discussed related to the viability of funding formulas, average versus marginal cost considerations, and equity issues, and 10 recommendations are presented for improving funding mechanisms. Appendixes include detailed descriptions of the funding formula and the method for distributing state general aid for fiscal years 1994 and 1995; tables of statewide fall term enrollment, 1979-1994, and revenue sources, 1970-95; and the presidential task force report. (HAA)

ED 407 042 JC 970 272

A Report to the Iowa General Assembly on Community College Funding: An Investment in Iowa's Future.
PUB DATE- Jan 97
NOTE- 40p.; For a related review of the current funding formula for Iowa's community colleges, see JC 970 271.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Community Colleges; Educational Economics; *Educational Finance; Educational Practices; Educational Trends; Enrollment; *Financial Needs; Program Improvement; *Resource Allocation; *State Aid; State Surveys; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Funding Formulas; *Iowa

In 1996, the formula used to fund community colleges in Iowa was repealed pursuant to the state Division of Community Colleges and Workforce Preparation's recommendations. This report presents information on the colleges and recommendations developed by the Division for establishing a new funding formula. Following an introduction, part 2 provides background information on Iowa's community colleges, describing their mission and students and providing data on the return on investment that the colleges have provided. Part 3 reviews trends in community college enrollment, programs, and salaries that affect funding and describes trends in funding postsecondary education in Iowa from 1967 to 1996. Part 4 describes research undertaken by the Division to identify possible strategies for meeting the colleges' funding needs, including a literature review to determine funding practices and trends nationwide, an analysis of funding structures in similar states to determine levels and sources of revenue, interviews with Iowa community college presidents to determine local funding issues and suggestions, and a Delphi process involving the college presidents and chairs of local boards of trustees. Part 5 reviews 12 principles guiding the development reproducible materials on determining the reliability of sources, causal explanations, prediction, generalization, reasoning by analogy, and conditional reasoning. Part six addresses designing and teaching infusion lessons, focusing on instructional methods, the role of metacognition, and selecting contexts for inclusion lessons. (SD)

ED 407 060 PS 025 019

Honig, Alice Sterling; Su, Pang-Chieh
Mother vs. Father Custody Effects for Taiwanese Preschoolers.
PUB DATE- Aug 95
NOTE- 38p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Custody; Childhood Needs; Comparative Analysis; Coping; *Divorce; Emotional Adjustment; Emotional Problems; Family (Sociological Unit); Fathers; Financial Support; Foreign Countries; Mothers; One Parent Family; *Parent Child Relationship; *Parent Role; Personality Traits; *Preschool Children; Preschool Education; Sex Differences; *Sex Role
IDENTIFIERS- Preschool Behavior Quest (Behar and Springfield); Taiwan

This study examined the effects of divorce and custody arrangements on Taiwanese children's emotional adjustment and gender role development 2 years post-divorce. The sample consisted of 90 children, 30 in father custody, 30 in mother custody, and 30 in intact families. Teachers, blind to study purposes and well-acquainted with the children, rated children on the Preschool Behavior Questionnaire (PBQ), which evaluates the degree of maladjustment. Each child also had an individual Gender Constancy Interview (GCI), and each parent provided demographic and family information. No differences in level of maladjustment were found for children of divorced versus intact families. Regardless of family status, boys were rated significantly more aggressive than girls. Regardless of custody arrangement, boys in divorced families were rated higher than girls as hostile-aggressive and hyperactive-distractible. Children with the same-sex custodial parent were rated as better adjusted emotionally than children in custody with the opposite-sex parent. Older preschool boys in mother custody had more advanced gender role development than children in other custody arrangements. Father-custody families in Taiwan received more income and more grandparent child rearing support than single mothers. Single mothers expressed more child rearing worry than single fathers. (Contains 20 references.) (Author/AA)

ED 407 061 PS 025 024

Lalley, Jacqueline, Ed.
Connection, 1995.
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; Block Grants; Community Development;

schools that are associated with schools' effectiveness in terms of the engagement and achievement of their students, with special emphasis on gender equity. Drawn from the National Educational Longitudinal Study of 1988, data on 9,020 eighth graders from 377 middle-grades schools were used to examine student-level variables, such as achievement, engagement, socioeconomic status (SES), and academic background; and school-level variables, such as school composition and structure, teaching and learning climate, and normative climate. Observed gender differences in outcomes were small to moderate, favoring girls as well as boys. Climate effects are stronger for effectiveness than for equity. Teaching and learning climate effects, although modest, favor a flexible curriculum organization and authentic instruction. More substantial effects accrue from elements of normative climate, particularly academic orientation, safety, and order. Composition and structure effects are strong, particularly on reading achievement. Not all climate elements that positively influence effectiveness also induce gender equity. Implications for policy and school reform are discussed. (A description of the variables used in the study is appended. Contains 67 references.) (Author/MDM)

ED 407 078 PS 025 161

Child Day Care Center Licensing Study, 1997.
PUB DATE- Feb 97
NOTE- 238p.; For 1996 study, see ED 394 661.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Abuse; Child Health; Child Neglect; Day Care; *Day Care Centers; Definitions; Discipline; Early Childhood Education; Employment Qualifications; Government Role; Immunization Programs; Infants; Legislation; National Surveys; Safety; School Age Day Care; Sick Child Care; Staff Development; *State Regulation
IDENTIFIERS- *Day Care Licensing; Subsidized Child Care Services

The 1997 Child Care Center Licensing Study contains an update of information compiled in 1991 by the Children's Foundation. The data was obtained from the central regulatory office of each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. The study is organized in alphabetical order by states and territories. The requirements, regulations and policies pertaining to child day care centers in each field are divided into 26 categories: definition and number of regulated programs, requirements, regulations, unannounced inspection policy, complaint procedure, staff qualifications, staff prescreening, staff training, child documentation policy, child immunization policy, discipline policy, emergency medical consent policy, environmental policy, smoking policy, swimming pool policy, transportation policy, infant care programs, overnight care programs, school age care programs, sick child care programs, subsidized child care programs, programs for children with disabilities, national life safety fire code, child abuse and neglect, local contact, and new or pending legislation. The 1997 study shows a 4 percent increase in the number of regulated child care centers since 1996, and a more than 12 percent increase from the first study published in 1991. A question and answer summary reflects the questions asked most often. Included are definitions of terms and a list of the regulatory offices for each state or territory. (WJC)

ED 407 079 PS 025 166

DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; Children; Competence; Heart Rate; Interpersonal Relationship; Models; *Peer Relationship; *Reaction Time; *Social Development

This study presents a dynamic systems model that suggests that social behavior emerges from the self-organization of cognition-emotion relationships and becomes stable through a process of positive feedback and coupling of components over time. Five 10- to 12-year-old children identified as anxious in evaluative situations by their teacher were paired with a non-anxious friend for purposes of the study. Latency to respond and heart rate were measured continuously as the anxious children were engaged in a computer task that required them to detect whether a pattern was repeated. The results showed evidence of synchronous and discontinuous changes, including changes in variability in the two variables. The first apparent shift for three of the five children was synchronous. Following the initial shift, it appeared that the interaction between cognitive and emotional variables became more complex, at times synchronous, at times loosely coupled, and at times uncoupled. (MDM)

ED 407 098 PS 025 235

Spiel, Christiane; And Others
Sex Differences in the Predictive Power of Risk Conditions for Cognitive Competence and Academic Achievement.
PUB DATE- Apr 97
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Age Differences; *At Risk Persons; Children; *Cognitive Ability; Elementary Education; Foreign Countries; Longitudinal Studies; Predictor Variables; *Risk; *Sex Differences
IDENTIFIERS- Austria

This study examined the effects that cumulation of slight risks-prenatal up to adolescence-had on cognitive competence and school achievement in Austrian students who had not been identified as being at risk. Data were collected on 91 randomly selected 11- to 13-year-olds who participated in the Vienna Developmental Study, which analyzed conditions that facilitate or hinder the development of social competence and school achievement. The following risk conditions were included in the analysis: biological risks, socioeconomic status, hospitalization, severe strains or life events, and change of teacher. Regression analyses indicated that while school achievement and knowledge could be better explained from risk conditions in girls than in boys, performance could be better explained from risk conditions in boys than in girls. The development of girls seemed to be more influenced by biological conditions and hospitalization in the first year of life, while boys seemed to be more affected by life events and change of teachers, risk conditions that occurred later in life. (MDM)

ED 407 099 PS 025 236

strength, inspiration, and pride. It is important to remember that family income may be a more powerful determinant of child rearing practices than ethnic/cultural group. Preschool programs in both rich and poor nations are challenged to engage and enrich children's minds in less than ideal conditions. Even small changes in program quality, as suggested by perturbation theory, can have large, lasting consequences for children. (Contains six references.) (Author/KDFB)

ED 407 116 PS 025 327

Jacobson, Michael F.; Maxwell, Bruce
What Are We Feeding Our Kids? What Parents Must Know about Their Children's Unhealthful Diets.
PUB DATE- 94
NOTE- 309p.; Preface by Senator Patrick J. Leahy.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advertising; Behavior Problems; *Child Health; *Children; Eating Disorders; *Eating Habits; Elementary Secondary Education; Marketing; *Nutrition; Obesity; Parent Child Relationship; Parent Materials; Pesticides; School Business Relationship; Television Commercials
IDENTIFIERS- Fast Foods; Fats; Food Additives; Food Guide Pyramid; Food Poisoning; Healthy Eating Pyramid; Salt Intake; School Lunch Program; Sugar; United States Dietary Guidelines

Noting that American children consume a diet with too much fat, cholesterol, sugar, and salt, this book translates scientific knowledge about healthy eating into practical steps for parents. Chapters are: (1) "Fat and Cholesterol," examining the connection between fat intake and disease; (2) "Sugar and Salt," including the connection between sugar and tooth decay and behavioral problems; (3) "The Obesity Epidemic," discussing eating disorders and weight problems; (4) "Bacteria, Additives, and Pesticides," including how to minimize bacterial growth and a description of the 10 riskiest food additives; (5) "Eat Your Veggies...and Other Good Foods," describing the benefits of eating vegetables, fruits, grains, and beans; (6) "How Food Companies Seduce Kids," examining how advertisers target children to influence family purchases; (7) "Television, the Sneaky Salesmachine," focusing on commercials and government regulations; (8) "School Food," covering problems with the National School Lunch Program, junk food in cafeterias, and difficulties in serving nutritious, appealing meals; (9) "Corporations Invade the Classroom," describing effective nutrition programs and indicting food-related corporations and industry associations for providing misleading nutrition information; (10) "Getting Kids to Eat Healthy Foods," focusing on nutrition during the first 2 years and encouraging good eating habits in toddlers and children; and (11) "What You Can Do Outside Your Home," including improving school food and joining groups aimed at improving children's nutrition. Appendices contain the Food Guide Pyramid, Healthy Eating Pyramid, a list of fast food chains, and a list of public action groups. (KDFB)

ED 407 117 PS 025 329

Eisenberg, Arlene; And Others
What To Expect: The Toddler Years.

PUB DATE- 95
NOTE- 117p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 368-376.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Observation Techniques; *Decision Making; *Observation; Parent School Relationship; Performance; Preschool Education; Recordkeeping; Resource Materials; Staff Development; Student Evaluation; *Student Records; Training Methods; Workshops
IDENTIFIERS- Observation Criteria; *Observation Techniques; *Project Head Start

This training guide is intended to enhance the skills of Head Start education staff so they can accurately and objectively observe, record, and interpret young children's behavior and make thoughtful decisions about program planning for each child. Each of the modules in the guide details module outcomes, key concepts, and background information. Module 1 assists participants in identifying and using a variety of observational methods, matching observation goals to observation techniques, and writing a running record accurately and objectively. Module 2 addresses overcoming observation challenges and provides staff members with practice in identifying and challenging their personal biases, which could interfere with conducting and recording observations objectively. Module 3 addresses enhancing staff's ability to involve parents in the observation process and work with them as partners. Module 4 addresses interpreting and using observation results, and serves to increase staff's ability to make valid inferences and draw meaningful conclusions from collected observation data. Contains resources. Five appendices provide sample observation records, a description of observation instruments, and other information. (SD)

ED 407 135 PS 025 368

Preventing & Managing Communicable Diseases. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 144p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Children; Cleaning; *Communicable Diseases; *Disease Control; Diseases; *Health Education; Health Services; Parent Role; Parents; Physical Health; Preschool Education; Resource Materials; *School Health Services; Sick Child Care; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Health Information; *Project Head Start

This training guide is intended to improve the skills of Head Start staff and families in dealing with communicable diseases. The guide addresses attitudes toward communicable diseases, how to reduce the spread of disease, and how to recognize and manage illnesses more effectively. The guide consists of six analysis about its causes, but an official statement is not the same thing as poor people expressing themselves. This report records the life histories of five families living in extreme poverty with the belief that future problems cannot be addressed without an accurate understanding of the history of the very poor. Each of the monographs was written with the family's participation by a team of volunteers from Fourth World, an anti-poverty organization. The histories rely on several years of written records to which were added, according to circumstances, testimonies given on the occasion of specific events, interviews of members of these families, and transcripts of their remarks during meetings. The texts were also reread with the families themselves. Families profiled come from Germany, Guatemala, the United States, Thailand, and Burkina Faso. The second part of the report analyzes common factors in the families' stories to illuminate essential elements for family policies. Contains 11 references. (EV)

ED 407 152   PS 025 388

Landsverk, Ruth Anne
Families, Communities, Schools, Learning Together 2, Spring 1995:
  Families in Education Packet.
PUB DATE- Apr 95
NOTE- 34p.; For 1995 Fall edition, see ED 392 524; for 1996
  Spring edition, see ED 402 005.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
  Classroom Use (For Administrative and Support Staff, and for
  Teachers, Parents, Clergy, etc. in Non-Classroom situations)
  (055)
DESCRIPTORS- Archaeology; Elementary Secondary Education; *Family
  School Relationship; Homeless People; Learning Activities;
  *Parent Participation; Parent Responsibility; Parent Role;
  *Parent School Relationship; Parent Student Relationship;
  *Parent Teacher Cooperation; Parenting Skills; Parents as
  Teachers; Partnerships in Education; Resource Materials; School
  Community Relationship; Science Activities; Volunteers
IDENTIFIERS- Goals 2000; National Education Goals 1990; Summer;
  Wisconsin

This parents' and teachers' guide presents ways that parents and families of elementary and high school students can become involved in their children's academic progress and can enhance conditions for development of all children in their community. Topics covered in this issue are family involvement, family centers, homeless children, family suppers, helping children with science, and summer archaeology. The guide contains the following articles: (1) "How Do Family and Community Involvement Link with National Education Goal 8: Parental Participation?" (2) "The Ten Truths of Family Involvement"; (3) "Families as Advisors: Ideas for Empowering Families as Decisionmakers"; (4) "Starting a Family Center in Your School (And Making it Work!)"; (5) "Educating Homeless Children in Wisconsin: What Can Schools Do?" (6) "What YOU Can Do to Help a Homeless Child: Ideas for Educators"; (7) "For Super Suppertimes: Empower the Children!" (8) "Help Families Participate: Hold A Classroom Family Supper"; (9) "Summertime Learning Ideas: Helping Your Child with Science"; (10) "Embracing Young Children and Families: How Three Wisconsin Communities Do It"; (11) "This Summer Dig into Archaeology: A Primer for Parents"; and (12) "Resources for Family-Community Involvement with Schools." (KDFB) knowledge of internal body parts by children ages 4 to 9 years. Subjects were 50 Italian children: 18 preschoolers, 21 first graders, and 11 second or third graders. Children performed two tasks, a Drawing Task in which they drew on the outline of a human figure all the body parts they could recall and named them; and a Recognition Task in which children selected among three pictures of the inside of the human body and named all the body parts they could recognize. Children's performance was scored by counting the number of body parts drawn and labeled, with paired structures counted as a single response in both tasks. Results indicated that the Recognition Task elicited a greater number of body parts than the Drawing Task. Older children performed better than younger ones on both tasks, and boys did better than girls on both tasks. The most commonly listed body parts were heart, brain, bones, blood, and muscles. (Contains 21 references.) (Author/KDFB)

ED 407 169 PS 025 421

App, Marie, Comp.; Grinde, Jane, Comp.
Families and Education: An Educator's Resource for Family Involvement. (Revised Edition).
PUB DATE- Jan 97
NOTE- 98p.; For 1991 Bulletin, see ED 330 489.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Development; *Communication Skills; Discipline; Elementary School Teachers; Elementary Secondary Education; *Family School Relationship; Family (Sociological Unit); Guidelines; *Parent Child Relationship; *Parent Participation; Parenting Skills; Parents; Parents as Teachers; Resource Materials; Secondary School Teachers
IDENTIFIERS- *Family Communication

This handbook for educators offers guidance on ways to understand families, family-teacher communication, the process of reinforcing classwork at home, caring for the whole child, and selected resources. Chapter 1 discusses the climate for family involvement, different perceptions of teachers and families, what families want to know, today's diverse families, and what to do when families do not participate. Chapter 2 provides information on home-school communication, family involvement, family-school communication, parent-teacher conferences, family workshops, family centers in schools, and starting a volunteer program. Chapter 3 provides suggestions for families on parenting, study skills and homework, helping their children learn, and television viewing, in the form of 14 items that teachers and administrators can reproduce and distribute to parents. Chapter 4 discusses family communication, stress, discipline, parenting styles, self-esteem, and issues related to adolescent development and education. Chapter 5 lists selected organizations and programs, diagrams family-community partnerships with the schools, and provides a checklist for schools on family-community partnerships. (DR)

ED 407 170 PS 025 424

Krueger, Mark A.
Job Satisfaction for Child and Youth Care Workers.
PUB DATE- 96
NOTE- 83p.

peers, siblings, and adults; and (4) be aware that girls receive conflicting messages about their worth and place in our culture. Likewise, teachers can find ways to develop gender-fair curricula; encourage girls to enroll and participate in all academic courses; and deal directly with issues of gender. School administrators can develop and enforce policies against gender-related harassment and can ensure that school programs offer equal opportunities to boys and girls. (BC)

ED 407 186 PS 025 521

Moore, Shirley G.
JiaZhang Dui ErTong FaZhan TongBan GuanXi De ZuoYong (The Role of Parents in the Development of Peer Group Competence). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 6p.; For English version, see ED 346 992.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Rearing; Children; Discipline; *Interpersonal Competence; *Parent Child Relationship; *Parent Influence; *Parenting Skills; Parents; Peer Relationship; Permissive Environment; *Social Development
IDENTIFIERS- Authoritarian Behavior; *Authoritative Parenting; Baumrind (Diana); Control (Social Behavior); ERIC Digests; Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the development of children's social competence than do other parenting styles. Five references are cited. (BC)

ED 407 187 PS 025 522

Brophy, Jere
RuHe DuiDai WanMei ZhuYi De XueSheng (Working with Perfectionist Students). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 400 124.

educational success. The most frequently cited inhibitors of school motivation were family substance abuse, gang behavior, student substance abuse, and pregnancy. Respondents scrutinized the Inventory of School Motivation, agreed that all items and scales were relevant to the Navajo educational context, but offered differing Navajo perspectives on the items measuring competitiveness and group leadership. The results suggest that Navajo and Western cultures share many similar values related to education. Contains 25 references and interview excerpts. (SV)

ED 407 203 RC 021 033

McInerney, Dennis M.; And Others
Children's Belief about Success in the Classroom: Are There Cultural Differences?
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cultural Differences; *Educational Attitudes; Foreign Countries; *Goal Orientation; Indigenous Populations; Secondary Education; *Secondary School Students; *Student Attitudes; Student Motivation; Student School Relationship; *Success; Values
IDENTIFIERS- Australia (New South Wales); *Australians

The goal theory of achievement motivation establishes that goals stressed by schools dramatically affect whether children develop a success orientation or give up when faced with failure. This paper examines how Australian children from diverse cultural backgrounds view achievement and success in the classroom. A questionnaire derived from the Inventory of School Motivation assessed students' perceived goals in four areas: task or mastery goals, ego or performance goals, social solidarity goals, and extrinsic goals. Using Likert-type ratings of these goals, students indicated what made them feel successful and what made other people successful at school. The questionnaire was administered to 1,173 Anglo Australian students, 496 Aboriginal students, and 487 students of immigrant background in grades 7-11 in 12 rural and urban high schools in New South Wales, Australia. Participants' perceptions of success for self at school were similar across the three groups. All groups agreed that excellence and task involvement were important personal indicators of success, although Western groups were significantly more positive than the Aboriginal group. All groups were unsure of the importance of achieving power, but the Aboriginal group was most negative. The two Western groups agreed that competitive school success indicated personal success, but the Aboriginal group disagreed. The three groups were uncertain of the importance of collectivist goals and agreed that teacher recognition and token reinforcement indicated success. Results suggest that schools foster individualist but not collectivist goals. Contains 38 references. (SV)

ED 407 204 RC 021 034

Ramirez, A. Y.
Teachers' Attitudes towards Parental Involvement: Looking within a Rural Secondary School.

teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 218 SE 055 757

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Pacific Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 117p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs
IDENTIFIERS- American Samoa; Dwight D Eisenhower Math and Science Educ Program; Federated States of Micronesia; Guam; Hawaii; Marshall Islands; Northern Mariana Islands; Pacific Region; Palau

This document is a comprehensive directory of Federal offices, programs and facilities for K-12 education in mathematics and science for the Pacific Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Pacific Region, which includes American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, and Republic of Palau. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 219 SE 055 758

(4) sponsor and conduct research and development in mathematics and science education. This booklet concludes with an Executive Summary. (PVD)

ED 407 238 SE 059 992

A Shared Vision for Mathematics and Science Education in North Carolina.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Policy; Elementary Secondary Education; Higher Education; Institutional Advancement; Institutional Role; *Mathematics Education; *Organizational Objectives; Partnerships in Education; Policy Formation; *Science Education
IDENTIFIERS- *North Carolina Mathematics and Science Coalition

The North Carolina Mathematics and Science Coalition is a statewide organization comprised of education, public policy, civic, community, and business leaders. Coalition members work together in a forum to stimulate and promote efforts to implement systemic reforms in mathematics and science education in North Carolina. The Coalition's overall purpose is to focus the efforts of diverse groups into working together to bring excellence to mathematics and science education across the state. This publication of the Coalition's initial goals begins with a vision statement, followed by a list of the many stakeholders needed to help make the vision a reality. The list of initial goals includes: (1) involve all students in developing high learning expectations that foster improved learning, performance, and participation at all levels of mathematics and science, pre-K to college; (2) develop mathematics and science lead teachers who serve as resources, model teachers, and catalysts for change at the school and system levels; and (3) provide schools with teachers who reflect diversity, are prepared to teach mathematics and science, and are professionally committed to lifelong learning in these disciplines. Each goal description includes an explanation of essential components and a list of targeted outcomes. (PVD)

ED 407 239 SE 059 997

Coal Activities for Elementary Students.
PUB DATE- 92
NOTE- 7p.; For secondary student version, see ED 348 219.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Coal; Elementary Education; Energy; Geology; Mining; *Science Activities

The activities in this document are designed for elementary students by the American Coal Foundation. The activities contained in this booklet are as follows: (1) Coal Flowers; (2) Coal Formation; (3) TV Documentary on Coal; (4) Controlling Our Rate of Consumption; and (5) The Geologists' Dilemma. The last two activities were developed by Indiana Teachers through workshops sponsored by the Indiana Council for Economic Education and Public Service of Indiana. (JRH)

ED 407 240 SE 060 044

Education; *Scientific Concepts; *Student Attitudes; Teaching
  Methods
IDENTIFIERS- Australia (Melbourne); *Conceptual Change

The process of students' conceptual change was evaluated during a computer-supported physics unit in a Grade 10 science class. Computer simulation programs were developed to confront students' alternative conceptions in mechanics. A conceptual test was administered as pre-, post-, and delayed post-tests to determine students' conceptual change. Students worked collaboratively in pairs on the programs carrying out predict-observe-explain tasks according to worksheets. While the pairs worked on the tasks, their conversational interactions were recorded. A range of other data were collected at various junctures during instruction. At each juncture, data for each of 12 students were analyzed to provide a "conceptual snapshot" at that particular juncture. All conceptual snapshots together provided a delineation of the students' conceptual development. Many students vacillated between alternative and scientific conceptions from one context to another during instruction; i.e., their conceptual change was context-dependent and unstable. The few students that achieved long-term conceptual change appeared to be able to perceive commonalities and accept the generality of scientific conceptions across contexts. These findings led to a tentative model of conceptual change. The paper concludes with consequent implications for classroom teaching. Contains 51 references. (Author/PVD)

ED 407 260   SE 060 197

Vahey, Phil
Toward an Understanding of Productive Student Conceptions of
  Probability: The Probability Inquiry Environment.
PUB DATE- 27 Mar 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American
  Educational Research Association (Chicago, IL, March 24-28,
  1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
  Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; Educational Strategies;
  Educational Technology; Grade 7; *Inquiry; Junior High Schools;
  Learning Activities; *Mathematical Concepts; *Mathematics
  Instruction; Middle Schools; *Misconceptions; *Probability;
  Teaching Methods
IDENTIFIERS- Middle School Students

The Probability Inquiry Environment (PIE) is being designed as a computer-mediated collaborative inquiry environment to aid middle school students in learning elementary probability. This paper reports on a study in which seventh grade students engaged in probabilistic reasoning while interacting with a preliminary version of PIE. By analyzing the reasoning used by students, it was found that the findings from the standard "misconceptions" literature do not do justice to the wide range of viewpoints voiced by the students. In particular, the students did not consistently invoke such well-documented misconceptions as representativeness and the law of small numbers. Instead, the students invoked a great variety of intuitions, some of which approach normative reasoning in probability, and others which interfere with normative reasoning. The paper then discusses how probability instruction can be improved by introducing students to a progression of inquiry activities that build from the students' existing intuitions. Contains 28 references. (Author/JRH)

Elementary Education; Evaluation; *Interdisciplinary Approach; Investigations; *Learning Centers (Classroom); *Physical Sciences; *Science Activities; *Science Process Skills; Units of Study

The physical science activities contained in this guide extend the natural curiosity of K-2 students (can be adapted for Prekindergarten) by providing them with: (1) objects and time for free exploration; (2) challenges to focus further explorations; and (3) opportunities for meaningful reflection. Throughout the unit students engage in many of the same kinds of activities that scientists do as they observe, predict, test, communicate, record, and apply their findings. The unit consists of a series of three free-exploration learning stations and a concluding whole-group activity. Summary outlines are provided to guide students through the activities, and a section on literature connections lists books that make meaningful connections to these activities. A list of resources, a special note on graphing, and assessment suggestions are also included. (JRH)

ED 407 283 SE 060 253

Polman, Joseph; Pea, Roy D.
Transformative Communication in Project Science Learning Discourse.
PUB DATE- Mar 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Communication (Thought Transfer); Earth Science; Educational Change; High Schools; *Inquiry; *Investigations; Science Education; *Scientific Research; Student Projects

Teachers interested in fostering science learning through inquiry or projects must play a complex role in discourse with students. They must scaffold student activities in the classroom without taking away students' active roles. This paper provides a framework for a specific form of scaffolding open-ended science inquiry based on the notion of transformative communication. Case studies are presented from interpretive research in a project-based high school earth science class at two crucial and difficult junctures of projects--the formulation of researchable questions and the marshaling of evidence to support a conclusion through data analysis. In two cases, the teacher helps students transform information gathered from library research into seeds for their own original research seeking to confirm or falsify others' claims. In two other cases, the teacher helps students transform unsupported claims and poorly used graphical representations into analysis and representations that directly test their claims. It is concluded that the strategy of transformative communication proves to be a powerful means of supporting students. Contains 25 references. (Author/JRH)

ED 407 284 SE 060 256

Wandersee, James H., Ed.; And Others
Bioinstrumentation: Tools for Understanding Life.
PUB DATE- 96
NOTE- 338p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.

IDENTIFIERS- Milwaukee Public Schools WI; Peace Education
This paper discusses peace education curriculum in the Milwaukee (Wisconsin) Public School district. The peace education promotion has been in existence for 10 years and was created in response to rising levels of violence. Specifically examined are the uses of peace education at Fritsche Middle School, a school that has proven the positive effects of using peace education in reform efforts and has exhibited a high level of peace education practice in the school. The paper explores the perceptions of eight school personnel about the formal peace education/conflict resolution efforts that occur at this school and the impact these efforts have upon the climate of the school and the creation of a peaceful learning environment. The research also involved 18 students with varying degrees of interest and participation in the school's conflict resolution program. It explores students' activities that directly counteract violence in the school and examines the extension of these peacemaking endeavors into the students' home and community lives. The paper concludes by identifying aspects of peace education that are in need of improvement in schools, even those as successful as Fritsche, and discusses how these problems inhibit the effectiveness of conflict resolution programs and peace education endeavors. Contains 45 references. (EH)

ED 407 305 SO 026 905

Wood, Ralph Merton
The Effects of Domestic Travel on the Attitudes of High School Seniors in the USA toward Travel as an Educational Tool.
PUB DATE- Jun 96
NOTE- 51p.; Master of Science in Education Project, University of Dayton.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- High School Seniors; High Schools; Recreational Activities; *Student Attitudes; Student Interests; *Student Surveys; Tourism; *Travel
This descriptive study attempted to determine if domestic travel affected the attitudes of high school seniors in seeing the educational value of travel. Surveys were administered to 325 high school seniors of 3 different high schools to assess students' attitudes. Results indicate high school seniors generally do not have a positive attitude toward travel as an educational tool. Results did appear to show a relationship between having travel experiences that were educationally motivated and forming positive attitudes toward travel as an educational tool. The results of this study, although not conclusive, offer many insights into student attitudes toward travel. Students value travel as an opportunity to experience something new and different but most have not made the connection between education and daily experiences. The study offers ideas for further research on the benefits of travel and recommends further research in the area of survey administration techniques. The survey instrument is included. Contains 17 references. (EH)

ED 407 306 SO 026 906

Young, Michelle D.
Understanding Family Involvement in Secondary Schools: Lessons

The purpose of this bibliography is to aid teachers and librarians, particularly school librarians, in their endeavors to create multicultural classroom experiences for the children with whom they work. The resources listed are tools to be used for selecting materials that allow integration of multicultural education across the curriculum. This is a bibliography of annotated multicultural bibliographies. Divisions include: book resources, activity resources, periodicals, CD-ROM, and Internet addresses. (EH)

ED 407 325 SO 027 381

Sizemore, Judy
Education Reform Opportunities for Artists and Craftspeople. A Handbook.
PUB DATE- 95
NOTE- 45p.; Editing and layout by Dennis Horn.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Artists; Community Involvement; Community Resources; *Craft Workers; Dance; *Dance Education; *Dramatics; Educational Change; Elementary Secondary Education; Financial Support; *Fine Arts; *Music Education; School Community Relationship; Theater Arts; Visual Arts
IDENTIFIERS- *Art Organizations; Folklorists; *Kentucky

The Kentucky Education Reform Act of 1990, which champions arts education as an integral component of a holistic curriculum and assessment process, encourages schools to make use of resources from the community, including arts and cultural organizations, artists, folklorists, and craftspeople. This broadened approach to education provides opportunities for Kentucky's artists and craftspeople to become involved in education. This document aims to inform artists and educators of education reform and become familiar with potential funding sources. The text is organized in six sections, including: (1) "Background"; (2) "An Overview of Education Reform"; (3) "Professional Artists and Craftspeople in the Classrooms"; (4) "Professional Artists and Craftspeople in Other Education Reform Programs"; (5) "Funding and Resources for Artists and Craftspeople"; and (6) "Keeping Informed about Special Opportunities and National Grants." Appendices give "Kentucky's Learning Goals and Academic Expectations"; the "Kentucky Scoring Rubric"; and "Sample Lesson Plans" in dance, drama, music, and visual art. (MM)

ED 407 326 SO 027 633

Silha, Stephen
Young at Art: Artists Working with Youth at Risk.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- 95
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; Art Activities; *Artists; *At Risk Persons; *Community Coordination; Community Programs; Community Resources; Delinquency; Delinquency Prevention; *Delinquent Rehabilitation
IDENTIFIERS- *Artists in Residence Program; *Idaho

PUB DATE- 90
NOTE- 137p.; For similar items by same author and from same publisher, see SO 028 055-057. Accompanying audiotape and poster not available from ERIC. This pack was prepared by the Global Education Project based at the Global Futures Centre in South West Wales.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Ecology; Elementary Education; *Environmental Education; Foreign Countries; *Global Education; Habitats; *Human Geography; Instructional Materials; Interdisciplinary Approach; Multicultural Education; Quality of Life; *Rainforests; *Social Biology; Social Studies; Teaching Guides; Thematic Approach
IDENTIFIERS- Brazil; Deforestation; *Kelabit People; South America; *Yanomamo (Tribe)

This resource packet includes a teacher's guide, reproducible student worksheets, posters, activity cards, and a music audiotape: "Song of the Forest," with a booklet of lyrics. The teacher's guide suggests interdisciplinary activities which meet the United Kingdom's National Curriculum requirements and encourage active learning as students explore ideas and discuss issues related to tropical rainforests. Activities will take about 10 half days to complete or may be used as a basis for a half term's theme work on tropical rainforests. Students are invited to consider the different lifestyles of indigenous Kelabit and Yanomamo peoples; explore different aspects of ecological, cultural, and economic interdependence; investigate the relative meanings of the terms wealth and poverty; analyze the power people have and how they use it; and raise questions about the long term effects of actions taken today. Students are involved in developing a range of skills, engaged in exploring attitudes and values, and encouraged to practice collaborative learning. In addition to background information and sequentially presented activities, the teacher's guide includes instructions for using the supplementary materials, teaching points and interdisciplinary extensions, National Curriculum Attainment Targets, and recommended resources. (MM)

ED 407 349 SO 028 057

Lyle, Sue; Roberts, Maggy
An Arctic Child. An Active Learning Pack for 8-13 Year Olds.
PUB DATE- 88
NOTE- 112p.; For similar items by same author and from same publisher, see SO 028 055-057.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Art Activities; Cultural Maintenance; *Culture Conflict; Ecology; Educational Games; Elementary Education; *Environmental Education; *Eskimos; Foreign Countries; *Global Education; Instructional Materials; Interdisciplinary Approach; Multicultural Education; Simulation; Social Studies; Teaching Guides; Thematic Approach; World History
IDENTIFIERS- *Arctic; Lapps; Norway

This resource packet includes: a teacher's guide; reproducible student worksheets; student activity cards; a simulation game; and a picture book, "The Gifts of 'Kaila.'" The materials are organized in three parts. Part one aims to help students (conducted at the Faculty of Economics and Business Administration of the University of Maastricht, Netherlands) that focused on the importance of the maintenance phase in securing and further developing the innovation process. The results of the study suggested that the maintenance of an innovation process is strongly influenced by departmental affiliation, the organizational context teachers are working in, the previous teaching experience of the teachers, and a consistent system of quality management. (Author/ND)

ED 407 369 SP 037 283

The Council of Europe's Work on Sport, 1994-1996.
PUB DATE- 96
NOTE- 194p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; *Athletics; Cooperation; Elementary Secondary Education; Foreign Countries; *International Cooperation; *International Programs; Olympic Games; *Physical Education; *Womens Athletics
IDENTIFIERS- *Europe; Sport Ambassadors; *Sport Management

This document presents a collection of official texts from the Council of Europe regarding European sports cooperation. Part 1 presents two Recommendations and Resolutions on Sport adopted by the Committee of Ministers concerning young people and sport and the significance of sport for society. Part 2, covering the works of the Anti-Doping Convention and the European Convention on Spectator Violence and Misbehavior at Sports Events, is published as a separate volume. Part 3 contains texts adopted by the Parliamentary Assembly on discrimination against women in the field of sport, and on young people in high-level sport. Part 4 includes a press communique on sport and money from the 14th Informal Meeting of European Sports Ministers (Strasbourg, France, April 28-29, 1994) and resolutions on tolerance and sport and on European Sports Cooperation from the 8th Conference of European Ministers Responsible for Sport (Lisbon, Portugal, May 17-18, 1995). Part 5 presents reports from meetings on sport and physical education for children and young people, sports facilities, promotion of sport, and sports policies. Part 6 summarizes the European Conference on Sport and Local Authorities (Godollo, Hungary, February 1-3, 1996). (ND)

ED 407 370 SP 037 284

The Colorado Comprehensive Health Education Act. The Law & Guidelines.
PUB DATE- 94
NOTE- 23p.; For related document, see ED 401 259.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Comprehensive School Health Education; Elementary Secondary Education; Financial Support; Guidelines; *Health Programs; Integrated Services; *Laws; Parent Participation; Program Development; School Community Relationship; *School Health Services; State Legislation; State School District Relationship; Teacher Education
IDENTIFIERS- *Colorado

Walters, Toni S., Comp.; Cramer, Amy, Comp.
A Never Ending Never Done Bibliography of Multicultural Literature for Younger and Older Children. First Edition.
PUB DATE- 96
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Adolescents; *American Indian Literature; American Indians; Asian Americans; *Black Literature; Blacks; Children; Childrens Literature; Elementary Secondary Education; *Ethnic Groups; *Hispanic American Literature; Hispanic Americans; United States Literature
IDENTIFIERS- African Americans; *Asian American Literature; Latinos; *Multicultural Literature; Native Americans

People of all ages are addressed in this bibliography of multicultural literature. It focuses on four major ethnic groups: African Americans, Asian Americans, Latino Americans, and Native Americans. Within each category a distinction is made between those works with an authentic voice and those with a realistic voice. An authentic voice is an author or illustrator who is from the particular ethnic group and brings expertise and life experience to his/her writings or illustrations. A realistic voice is that of an author or illustrator whose work is from outside that experience, but with valuable observations. An asterisk notes the distinction. No distinction is drawn between juvenile literature and adult literature. The decision is left to the reader to make the choices, because some adult literature may contain selections appropriate to children. Two appendices provide: a selected annotated bibliography (14 entries) on multiethnic/multicultural literature references and analyses and sources of multiethnic/multicultural books. (SPM)

ED 407 389 SP 037 305

Byra, Mark; Jenkins, Jayne
Learner Decision Making in the Inclusion Style of Teaching.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Class Activities; *Decision Making; Educational Theories; Elementary School Students; Grade 5; Intermediate Grades; *Learner Controlled Instruction; *Physical Education; *Student Participation; Student Role; Teacher Role; Teaching Styles; Theory Practice Relationship
IDENTIFIERS- Spectrum of Teaching Styles (Mosston)

In the inclusion style of teaching, learners must make decisions about level of task difficulty. They must decide at which level to enter the presented task and then, for additional sets of trials, decide whether to perform the task the same way, make it more difficult, or make it less difficult. This study examined learner decision making in a physical education class. A total of 40 fifth graders from 2 classes in an elementary school volunteered to participate (22 female and 19 male). For two consecutive lessons, each 30-minutes in length, the learners received instruction on striking a ball with a bat, in the inclusion style of teaching. At the end of each session, a schooling. (Contains 10 references.) (ND)

ED 407 407 SP 037 323

Wagner, Paul A.
Understanding Professional Ethics. Fastback 403.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Codes of Ethics; Elementary Secondary Education; Ethical Instruction; *Ethics; Integrity; *Moral Values; *Teacher Responsibility; Teacher Role
IDENTIFIERS- National Education Association; *Professional Ethics

Training in ethics helps professionals to act as moral persons in the practice of their profession, developing an eye for subtlety and detail in matters of morality. A professional code of ethics does not provide a set of "do's and don'ts" for every situation; rather, its purpose is to draw the professional's attention to the most important moral considerations. This "fastback" deals with the following: rights and duties of professionals; the special duties of teachers (duty to students, colleagues, discipline, the school team, the profession, funding sources, parents, and community); the relationship of ethics to school district policies; a checklist for ethics to help a teacher determine obligations in a morally perplexing situation; being "other regarding" as a rule of thumb; and the need for a board of ethics for every community of teachers. The "Code of Ethics of the Education Profession," adopted by the National Education Association Representative Assembly in 1975, is appended. (ND)

ED 407 408 SP 037 324

Clarken, Rodney H.
Five Metaphors for Educators.
PUB DATE- Mar 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Imagery; *Metaphors; *Teacher Characteristics; *Teacher Role; *Teacher Student Relationship; Teachers

Metaphors are effective rhetorical devices to explain ideas, organize information, and illuminate understanding. Metaphor is a process of comparing and identifying one thing with another. Two basic principles of instruction are to go from the known to the unknown and to go from the concrete to the abstract. Metaphors do this by using concrete examples to explain abstract principles. This paper explores the use of metaphors to improve understanding, the role of metaphors in education, and five metaphors related to the roles, responsibilities, and relationships of teachers. These metaphors are teachers as parents, as gardeners, as prophets, as pearl oysters, and as physicians. The paper concludes that by using metaphors and

1 is for students from junior high to high school, and Level 2 is for high school students and adults. Separate scores are reported for 14 work-related abilities that are considered important for employers: (1) artistic; (2) clerical; (3) interpersonal; (4) language; (5) leadership; (6) manual; (7) musical/dramatic; (8) numerical/mathematical; (9) organizational; (10) persuasive; (11) scientific; (12) social; (13) spatial; and (14) technical/mechanical. Materials for the AE are attractive and easy to use, although the hand-scorable version is more difficult to understand than the machine-scorable version. Extensive information is provided in the manual about reliability, intercorrelations between ability scales, and frequency distributions, but the characteristics of the norm group used to develop these statistics are not generally addressed, except in table form. The AE appears to be a valuable assessment tool with a sound theoretical basis and useful practical applications. A potential problem is the accuracy of its self-report measure. Recommendations are made for clarifying information with the hand-scorable version. (Contains three references.) (SLD)

ED 407 428 TM 026 466

Vidal, Sherry
Regression Is a Univariate General Linear Model Subsuming Other Parametric Methods as Special Cases.
PUB DATE- Jan 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Equations (Mathematics); *Regression (Statistics); *Scaling
IDENTIFIERS- *General Linear Model; Statistical Package for the Social Sciences; *Univariate Analysis

Although the concept of the general linear model (GLM) has existed since the 1960s, other univariate analyses such as the t-test and the analysis of variance models have remained popular. The GLM produces an equation that minimizes the mean differences of independent variables as they are related to a dependent variable. From a computer printout of a regression analysis, the researcher can obtain weights that apply to each variable and then construct this equation. Certain univariate analyses require some variables to be in a nominal scale versus an interval scale and then provide limited information about the data when compared with other data analytic tools. This paper explains how regression subsumes all univariate analyses and how regression can provide the researcher with a greater understanding of the data. A heuristic data set using fictitious data for eight boys and eight girls from a reading test is used to clarify this discussion. Correlation is the link that ties together all univariate analyses because regression represents the model that acts as an umbrella to all univariate analyses. An appendix presents a Statistical Package for the Social Sciences (SPSS) program to illustrate regression as a GLM. (Contains 1 figure, 6 tables, and 15 references.) (SLD)

ED 407 429 TM 026 467

Education in South Dakota: A Statistical Profile, 1995-96.

Like other states, Idaho faces increasing numbers of youth considered at risk for becoming a detriment to society. Some communities are looking to the arts as a way to help young people channel their energies positively. In 1993 and 1994, the Idaho Commission on the Arts wanted to test the idea that artists working with first-time juvenile offenders might be able to help them find their voice and connection to the community. Ten artists were chosen to conduct various kinds of community residencies working with small groups of students in classes, workshops, and public presentations. This document describes each artist's residency in brief. Concluding sections give guidelines and advice for designing and implementing similarly successful programs. (MM)

ED 407 327 SO 027 719

Norby, Shirley; Ryan, Gregory
Famous Illustrators of Children's Literature.
PUB DATE- 92
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; Art Education; *Artists; Biographies; Books; Career Awareness; *Childrens Literature; Elementary Education; *Illustrations; Language Arts; *Picture Books; Visual Arts

This book provides biographical information about 19 stylistically different illustrators of children's picture books. The illustrators and illustrations selected for representation demonstrate the many changes and styles in book illustration that have occurred during the past 50 years. Focus is upon how and why these individuals became children's book illustrators. Book lists and art samples are given for each of the represented artists: Lee J. Ames, Jan Brett, Norman Bridwell, Robert Bright, Marc Brown, Marcia Brown, Barbara Cooney, Gail E. Haley, Trina Schart Hyman, Susan Jeffers, David Macaulay, James Marshall, Martin and Alice Provensen, Peter Spier, Tasha Tudor, Chris Van Allsburg, Garth Williams, Vera B. Williams, and Ed Young. (MM)

ED 407 328 SO 027 821

Reiss, Alvin H.
Don't Just Applaud - Send Money! The Most Successful Strategies for Funding and Marketing the Arts.
PUB DATE- 95
NOTE- 161p.; For another book on the same subject, by the same author, and from the same publisher, see SO 027 822.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Arts Centers; Audiences; Community Resources; Community Services; Dance; *Fine Arts; *Fund Raising; Museums; Opera; Orchestras; Public Support; *Publicity; Theater Arts; Tourism; Visual Arts

understand something of the beauty and magnificence of the Arctic. Introductory activities include art and craft work, model making, and use of picture books. The second part investigates the historical background of European involvement in the Arctic region. Through the simulation game, "Life in the Barrens," knowledge and understanding of the Arctic ecosystem is reinforced and extended. Through role playing, the influence of whaling ships and industry upon the sea dependent lives of the Inuit is analyzed. A contemporary Sami child living in Samiland in Norway is studied in the third section. Present-day influences and threats upon the indigenous Sami way of life are considered. In addition to background information and sequentially presented activities, the teacher's guide includes instructions for using the supplementary materials, teaching points and interdisciplinary extensions, and recommended resources. (MM)

ED 407 350 SO 028 061

Alger, Sandra L. H.
Games for Teaching Art.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetics; Art Activities; Art Criticism; *Art Education; Art History; Critical Thinking; Critical Viewing; *Discipline Based Art Education; *Educational Games; Elementary Secondary Education; Teaching Guides; Visual Arts

This teacher's guide gives directions, models, and illustrations for 24 games in art history, criticism, aesthetics, and art production. The games present specific art concepts and vocabulary based on clearly stated objectives and they can be adapted to a variety of lesson types. The goal of each activity is to encourage students to engage in problem solving and higher order thinking skills by considering and discussing art works. A list of term definitions, a bibliography, and a list of photo credits conclude the guide. (MM)

ED 407 351 SO 028 062

Rump, Nan
Puppets and Masks: Stagecraft and Storytelling.
PUB DATE- 96
NOTE- 184p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Dramatics; Early Childhood Education; Elementary Education; *Puppetry; Sound Effects; Story Telling; *Theater Arts
IDENTIFIERS- *Masks; Scene Design; Stage Design

This teaching resource provides practical information and activities for involving elementary students in storytelling arts projects. The projects are designed to encourage experimentation with dramatic communication through gesture and body language while wearing masks, manipulating puppets, and moving interactive scenery. Ten chapters are organized in four parts. Part 1, "Am I Crazy To Do This?" presents an Introduction, and information for (1) "Getting Started." Part 2, "Puppets and Masks," includes step-by-step instructions for

The Colorado legislature, through passage of the "Colorado Comprehensive Health Education Act," declared that comprehensive health education is an essential element in public education in the state. The first half of this volume reprints Title 22, Article 25, "Colorado Comprehensive Health Education Act" from the Colorado Revised Statutes. The second portion of the volume presents the guidelines developed by the Comprehensive Health Education Advisory Committee and adopted by the Colorado State Board of Education. The guidelines are intended to aid school districts and boards of cooperative services in developing programs to meet the intent of the bill and adhere to stated purposes and objectives. The guidelines cover the following topics: definitions of terms used in the statutes, the comprehensive health education curriculum, teacher training, parent and community involvement, the Comprehensive Health Education Advisory Council, allocation of funds, and reports and evaluation. (ND)

ED 407 371 SP 037 285

Messina, Susan A.
Adolescents and the HIV/AIDS Epidemic: Stemming the Tide. Network Briefs.
PUB DATE- Apr 93
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *At Risk Persons; Communicable Diseases; *Health Education; *Health Programs; Health Services; Models; Prevention; School Community Relationship; Secondary Education; Young Adults
IDENTIFIERS- *Health Behavior; Health Risk Appraisal; Health Risk Susceptibility; *Sexually Transmitted Diseases

While every sexually active teenager is at risk for contracting the Human Immunodeficiency Virus (HIV), some have been found to be at higher risk because of behavioral, socioeconomic, or environmental factors. These youth include: runaway and homeless youth, detained or incarcerated teens, alcohol- and other drug-using youth and their sexual partners, out-of-school youth, adolescents in rural communities, gay youth, immigrant youth, survivors of childhood sexual abuse, and African-American and Hispanic youth. A analysis of successful prevention programs yielded 11 program components that should be part of effective HIV/AIDS programs. The two most widely applicable are intensive, individualized attention and community-wide, multi-agency approaches; others include early identification and intervention, social skills training, and parental involvement. Six major considerations for prevention programs are: (1) no single program component can alter the outcomes for all children at risk; (2) high-risk behaviors are interrelated and prevention programs should have holistic goals; (3) a package of services is required within each community; (4) interventions should be aimed at changing institutions; (5) early intervention is crucial; and (6) one-shot programs have no effect. Three model HIV/AIDS prevention programs for high risk young people are highlighted and six policy recommendations for establishing effective programs are offered. (Contains 36 references.) (ND)

ED 407 372 SP 037 286

Meyer-Weitz, A.; Steyn, M.
AIDS Preventive Education and Life Skills Training Programme for

task sheet was used to monitor performance and trials of performance that were made. In the first set, learners selected from four possible batting conditions and three ball sizes with varying levels of task difficulty. After completing the first 10 trials, the majority of learners who had made the task easier reported they felt a need to increase the level of difficulty. One-half who chose to make the task difficult at the beginning stated they wanted to make the task easier. Slightly more than half chose to retain the same task conditions for a third set of trials and approximately 45 percent selected a different level of difficulty. The data from this study indicated that learners can make appropriate decisions about level of skill difficulty and affect the amount of time spent in "good practice." The task sheet and six tables of data are appended. (Contains 16 references.) (JLS)

ED 407 390 SP 037 306

Nasser, Fadia; Glassman, David
Student Evaluation of University Teaching: Structure and Relationship with Student Characteristics.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; College Instruction; Evaluation Criteria; Goodness of Fit; Graduate Students; Higher Education; *Student Attitudes; *Student Characteristics; *Student Evaluation of Teacher Performance; Teacher Effectiveness; *Teacher Student Relationship; Undergraduate Students

This paper reports on a study of the relationship between students' characteristics and students' ratings of faculty teaching, using the Faculty Course Evaluation Form (FCEF) at a major southeastern university. In particular, the study investigated: (1) how students rate faculty members on an item-by-item basis (item functioning); (2) what the structure of the FCEF is (test of dimensionality); (3) how students with different characteristics rate faculty members on each of the factors; and (4) which of these factors are potentially problematic in the sense that faculty are rated consistently low on certain factors as opposed to other factors. The FCEF was administered to 3,448 graduate and 2,804 undergraduate students enrolled in 529 classes taught by 260 instructors. The results indicated that among student characteristics, only reasons for taking the course and prior interest in the subject were clearly related to students' ratings at both item and factor levels. Exploratory factor analysis indicated that the FCEF consisted of three major factors and one minor factor. Confirmatory factor analysis showed that the goodness-of-fit of the four factor structure to the data was unsatisfactory. (Contains 33 references.) (ND)

ED 407 391 SP 037 307

Mullen, Carol A.
Carousel: A Moral Framework for Inquiring into the Culture of Prisons and Academe.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

visual images, teachers can arrive at a deeper understanding of their roles and responsibilities as educators, the nature of education, and the relationships between the teacher and student. (ND)

ED 407 409 SP 037 326

Waterman, Margaret A.
Curriculum and Teacher Development in Biology via Case Writing.
PUB DATE- Mar 97
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; Case Studies; Classroom Techniques; *Faculty Development; Higher Education; Inservice Teacher Education; Science Instruction; Science Teachers; Secondary Education; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique); *Problem Based Learning

Case-based approaches are effective for teaching and learning science, encouraging student-directed collaborative learning and active engagement. This paper looks at using cases in science teaching and learning at the secondary and undergraduate levels and the impact these approaches have on teachers, students, curricula, and classroom organization. The particular focus is the medical school case model, also called Problem-Based Learning (PBL). The primary goal of the case group is to learn the underlying human biology within a realistic context rather than to make a medical diagnosis. The experience of 30 biology teachers working on case approaches during a 10-day course illustrates how an effort to create a new case-based strategy served as a nexus for faculty development and curriculum change in biology education. The group devised a new process of case development that blended case writing with discussion of educational goals, modes of teaching, curricular integration, and classroom organization. Several products were created, including a syllabus for a family development course on case teaching in biology; a model for curriculum development integrating case structure and student learning, classroom organization, teaching approaches and assessment; and seven second draft cases. Suggestions for additional research in cases or tools for educational change are provided. (Contains 11 references.) (ND)

ED 407 410 SP 037 327

Creighton, Theodore B.
Teacher Education and Technology: Improving Student Learning.
PUB DATE- Jan 97
NOTE- 9p.; Paper presented at the National Conference on the Learning Paradigm (San Diego, CA, January 11-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College School Cooperation; *Computer Literacy; *Computer Uses in Education; *Educational Technology; Electronic Mail; Elementary Education; Higher Education; Instructional Improvement; Internet; *Partnerships

PUB DATE- 96
NOTE- 508p.; Errata sheets printed on colored paper.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Achievement Tests; Attendance; *Educational Finance; *Elementary Secondary Education; *Enrollment; *Profiles; School Districts; School Personnel; School Statistics; Standardized Tests; State Aid; *State Programs; Tables (Data); Teachers; *Test Results; Testing Programs
IDENTIFIERS- *South Dakota

This statistical profile provides a comprehensive resource for citizens, parents, educators, legislators, researchers, and others who want facts about education in South Dakota. South Dakota has 177 school districts, with 774 schools. Fifty percent of these schools have 100 students or fewer, and only 7% have more than 500 students. The 1995-96 total enrollment was 134,052 students, 94,447 of whom were in kindergarten through grade 8. The report is divided into five sections for easy access. They are: (1) state summaries of school and district 1995 fall enrollments, staff, and programs, as well as state aid indicators, attendance data, and student achievement on national standardized tests; (2) summaries of school, student, and staff data; (3) school and district profiles for 177 districts; (4) student, staff, and financial data tables; and (5) a glossary of terms used in the discussions. Section 1 contains 60 tables and 51 figures, and Section 2 is a lengthy table of summary data. Section 3 contains 12 tables and 1 map for each of the 177 districts. Section 4 contains 18 tables. (SLD)

ED 407 430 TM 026 468

Strauss, J. P., Comp.; And Others
Education and Manpower Development 1995. No. 16.
PUB DATE- Oct 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; Data Collection; *Elementary School Students; Elementary Secondary Education; *Enrollment; Enrollment Projections; Foreign Countries; High School Graduates; *Higher Education; Instructional Program Divisions; *Population Trends; Racial Differences; *Secondary School Students; Sex Differences; Tables (Data); Teacher Student Ratio; Teachers; Technical Education
IDENTIFIERS- *South Africa

This is the first publication in this series on education in South Africa that provides a picture of education in the new South Africa. For the first time in 1995, data were collected by nonracial education departments in each of the nine new provinces. In the past, data had been collected for 17 different, racially based departments. Data collection was complicated by the difficulties of reorganization but the data do provide a concise picture of formal school education in South Africa. Figures provide information on the following topics: (1) enrollment by province and population group; (2) enrollment by school phase and gender; (3) enrollment by population group in elementary and secondary education (2 graphs); (4) learners as a percentage of the population per province; (5) enrollment by gender and standard (grade) per province and nationwide (11 graphs); (6) passing rate and

IDENTIFIERS- Art Organizations; *Arts Advocacy; *Marketing Strategies

This handbook/guidebook/manual details marketing and fund-raising strategies that might benefit art organizations. Drawing on sources from the arts community, including orchestras, opera, dance and theater companies, galleries, museums, arts councils, performing arts centers, and a zoo, ideas are presented which have proven successful in actual practice. Each case is presented in a "Challenge, Plan, Result" format and many are illustrated with a reproduction of the flyer, brochure, poster, or letter used in the fund-raising campaign. The book is organized into subject areas: (1) "The Arts are Creative"; (2) "Niche Marketing"; (3) "Audience Reach"; (4) "Selling Tickets"; (5) "Outrageous Promotions"; (6) "Advertising Your Worth"; (7) "Mail Us Money"; (8) "Fund-Raising Events and Concepts"; (9) "Other Ways to Make Money"; (10) "Business Support"; and (11) "The Tourist Trade." (MM)

ED 407 329 SO 027 822

Reiss, Alvin H.
Cash In! Funding and Promoting the Arts. A Compendium of Imaginative Concepts, Tested Ideas, and Case Histories of Programs and Promotions that Make Money and Win Audiences.
PUB DATE- 86
NOTE- 236p.; For another book on the same subject, by the same author, and from the same publisher, see SO 027 821. Illustrated by Henry R. Martin.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advertising; Arts Centers; Audiences; Community Resources; Community Services; Dance; *Fine Arts; *Fund Raising; Museums; Opera; Orchestras; Public Support; *Publicity; Theater Arts; Tourism; Visual Arts
IDENTIFIERS- Art Organizations; *Arts Advocacy; *Marketing Strategies

This combination handbook, guidebook, and how-to-do-it manual presents useful marketing and fund-raising strategies for those involved in promoting and funding the arts. Case histories of funding programs and promotions are presented along with advice and guidance on: tapping the corporate treasury; unusual direct-mail techniques; and the use of social events, raffles, auctions, and other occasions for fund-raising; generating earned income; advertising; and unusual promotional ploys. Suggestions are given for molding a fundraising strategy to the needs of any size theater, opera, or dance company, orchestra, museum, or other community arts venue. (MM)

ED 407 330 SO 027 841

Parry, Caroline
Let's Celebrate! Canada's Special Days.
PUB DATE- 87
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

making a variety of puppets and masks in (2) "Small-to-Medium-Size Puppets"; (3) "Large Puppets"; and (4) "Simple Masks." Part 3, "Setting the Stage," gives production guidelines and instructions for creating scenery, stages, and sound effects in (5) "What Was That Blurry Thing?"; (6) "Scenery in Motion"; (7) "Stages for Storytelling"; and (8) "Sound Effects." Part 4, "Opening Night," provides instructions for producing a final performance of an international folktale in (9) "On With the Show"; and (10) "Creating a Story from Scratch." The guide is indexed. (MM)

ED 407 352   SO 028 073

Stanley, Leotha
Be a Friend: The Story of African American Music in Song, Words, and Pictures and Teacher's Guide.
PUB DATE- 94
NOTE- 60p.; Audiotape not available from EDRS. Illustrated by Henry Hawkins.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Black Culture; Elementary Education; Instructional Materials; Interdisciplinary Approach; *Music; Music Activities; Music Appreciation; *Music Education; Self Esteem
IDENTIFIERS- African Americans; *Black Music; *Music History

This instructional resource, intended for grades three and up, includes an illustrated children's book and an audiotape. Also included is a teacher's guide written by Michael P. French. This resource tells the story of African American music in six main sections, beginning with its African roots and then describing five of the major styles of music: spirituals, blues, jazz, gospel, and rap. The book contains the annotation and lyrics for eight songs, one famous spiritual and seven original compositions by Leotha Stanley. Each of the five sections describing a different style of music ends with a song or two written in that style. Photographs and illustrations of influential African American composers and musicians accompany the text. Positive human values are emphasized in the text ard music lyrics. An audiotape reproduces the eight musical compositions in sound. The teacher's guide contains practical activities that can be used for skill development, comprehension development and/or exploration into the writing process. Reproducible student activity sheets are provided, along with suggestions for interdisciplinary applications, and a glossary. (MM)

ED 407 353   SO 028 074

Martin, Curtis M.
Geography Textbook Assessment for Middle and High School Educators.
PUB DATE- 96
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Fundamental Concepts; Geographic Concepts; *Geography; *Geography Instruction; High Schools; Instructional Materials; Intermediate Grades; Middle Schools; Secondary

Secondary Schools: Development and Evaluation.
PUB DATE- 92
NOTE- 156p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Communicable Diseases; Decision Making Skills; Foreign Countries; *Health Education; Learning Modules; Models; Pilot Projects; Prevention; Secondary Education; *Sex Education; Sexuality; *Student Behavior; Units of Study
IDENTIFIERS- *Health Behavior; *Sexually Transmitted Diseases; South Africa

This publication reports on a pilot program on Acquired Immune Deficiency Syndrome (AIDS) and life skills training implemented in 12 schools in Pretoria, Laudium, Cape Town, and Soweto (South Africa). Data were collected through pre- and post-questionnaires and focus group interviews. The purpose of the program was to provide adolescents with accurate information on which decisions about AIDS prevention behavior and tolerance towards people infected with the Human Immunodeficiency Virus (HIV) would be based. The program had 10 modules, each with specific teaching objectives; suggested teaching methods, teaching aids, and learning activities; and suggestions for additional reading. The modules addressed puberty and adolescence, relationships (e.g., peer, family, opposite sex), love, human sexuality, decision making, sexually transmitted diseases (STDs), and HIV/AIDS. Findings indicated that students showed a general improvement in AIDS-related knowledge topics as well as more positive perceptions of condom use, and more realistic perceptions regarding susceptibility, and the seriousness and outcomes of HIV/AIDS. There was also an increased perception of peer pressure to engage in sexual activity. A number of recommendations regarding the context of the program are outlined, first in terms of various survey fields and second with regard to the improvement of the program modules. Appendices include: descriptions of statistical techniques and survey fields; anova analysis; pre- and post-test mean scores; percentages on specific items; and prescribed reading materials. (Contains 36 references.) (ND)

ED 407 373 SP 037 287

Du Plessis, G. E.; And Others
Study of Knowledge, Attitudes, Perceptions and Beliefs Regarding HIV and AIDS (KAPB). Memorandum Presented to the Directorate Primary Health Care of the Department of National Health and Population Development.
PUB DATE- 93
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adults; *Behavior Change; *Communicable Diseases; Elementary Secondary Education; Foreign Countries; Health Promotion; *Knowledge Level; *Public Opinion; Students; Surveys
IDENTIFIERS- Health Behavior; *Sexually Transmitted Diseases; *South Africa

This document reports on a study that assessed levels of knowledge, types of attitudes, perceptions, and beliefs (KAPB) of the general South African public regarding Human Immunodeficiency Virus (HIV) infection and Acquired Immune Deficiency Syndrome (AIDS). Interviews were conducted with

1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Correctional Education; *Educational Environment; Higher Education; Individual Development; *Metaphors; Personal Narratives; *Perspective Taking; *Preservice Teacher Education; Teacher Attitudes; *Teacher Education Programs; Teaching Experience

The moral framework of a carousel is used to advance possible connections between the institutional and regulatory life within prisons and teacher education programs. The moral paradigm case narrated is based on the researcher's field experience in a prison as a researcher-teacher. Connections are drawn to restrictions within a correctional writing program and the qualitative protocols of research. The framework of a carousel promotes an expressive, less bounded way of studying prescriptive and liberatory practices. The carousel image underscores the institutional cycles of circularity, predictability, and continuity. Inmates, understood broadly, are viewed as prisoners of this pattern. The carousel also refers to the romance side of rehabilitation and re-education, and to institutional cover stories that can be disrupted in an effort to reform. The carousel framework is developed using multiple writing efforts that contradict traditional notions of education and rehabilitation. Through border crossing into correctional facilities or prison education, moral development in one's own field can be examined with respect to educational inquiry and its correctional elements; conversely, incarceration itself can produce liberatory elements that have educational meaning. It is argued that examining the cultures of teacher education and correctional facilities can lead to further insights into educators conceptions. (Contains 51 references.) (JLS)

ED 407 392 SP 037 308

Hawley, Chandra L.; Duffy, Thomas M.
Student-Teacher Interactions in "The Chelsea Bank" Simulation.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Russell Sage Foundation, New York, N.Y.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; Educational Objectives; Feedback; High School Students; High Schools; Intermediate Grades; Junior High Schools; Microcomputers; Middle Schools; *Questioning Techniques; *Teacher Role; *Teacher Student Relationship; Teachers; Teaching Styles
IDENTIFIERS- Middle School Students

The goal of the research reported here was to examine how teachers perceived their role as coach, as well as how they actually interacted with students in a computer simulation environment. Simulations like "The Chelsea Bank" significantly impact the role of the teacher in the learning environment. The learner is placed in the role of decision maker and problem solver while the teacher, no longer presenter of information,

in Education; Practicums; Preservice Teacher Education; Student Teaching; *Teacher Education Programs; Transfer of Training
IDENTIFIERS- *University of Wyoming

The University of Wyoming (UW) teacher education program is a collaborative between UW faculty and educators from school districts throughout the state. Though the university faculty is charged with teaching teachers, the equally important "teachers of teachers" are the exemplary classroom teachers who provide modeling and expertise for preservice teachers. Throughout their training, students participate in campus-based coursework and classroom-based experiences at an assigned school site. There are four program elements: Phase 1, "Focus on Learning"; Phase 2, "Teacher as Decision Maker"; Phase 3, "Teaching Humanities, Literacy, Math/Science"; and Phase 4, a teaching residency. The university views technology as a powerful pedagogical tool, and focuses on using technology to improve student achievement rather than on the equipment and infrastructure. Students integrate technology into their individual and group projects and presentations and transfer new skills to the elementary school classrooms in their student teaching assignments. Teacher education students receive a "certificate of mastery" in the use of technology to improve student learning. (ND)

ED 407 411 SP 037 328

Leithwood, Kenneth; And Others
Distributed Leadership in Secondary Schools.
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Foreign Countries; *Leadership; *Leadership Qualities; Principals; School Restructuring; Secondary Education; Secondary School Teachers; Teacher Administrator Relationship; *Teacher Characteristics; *Teacher Influence
IDENTIFIERS- Ontario; *Teacher Leadership

The study reported in this paper inquired about the extent to which perceptions of teacher leadership were influenced by factors similar to those that influence perceptions of transformational principal leadership. The study consisted of a survey of all staff members in one large school district and interviews with teachers in six secondary schools. First, analysis of survey data from 2,727 elementary and secondary teachers suggested that both principal and teacher leadership had a significant influence on important features of the school. Overall principal leadership seemed to be about a third stronger than teacher leadership. Second, the independent influence of teacher leaders was strongest (and stronger than the principal's influence) with respect to school planning, and the structure and organization of the school. Principal leadership exercised its strongest independent influence on planning, structure, and organization, as well as on school mission and school culture. Finally, interview data with secondary teachers painted a portrait of teachers viewed as leaders by their teaching colleagues in terms of their traits, capacities, and practices. The composite teacher leader was warm, dependable, self-effacing with a genuine commitment to the work of colleagues and the school, and had well-honed number of passes from Standard 10 per province; (7) teacher-student ratio per province and school phase; (8) number of students in Standard 10 and in tertiary institutions, 1993 and 1995; (9) university students according to gender; (10) college personnel by gender; (11) students at technikons (technical schools) by gender; (12) teachers at technikons by gender; (13) learner enrollment forecasts for provinces and the country to 2005 (10 graphs); and (14) learner enrollment forecasts for South Africa by population group to 2005. (Contains 14 figures.) (SLD)

ED 407 431 TM 026 469

Meyers, Richard
How To Ace Any College-Level Problem-Solving Course. A Holistic Approach to Academic Excellence.
PUB DATE- 96
NOTE- 264p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Achievement; *College Students; Course Content; Higher Education; *Holistic Approach; Learning; *Problem Solving; Self Evaluation (Individuals); Student Attitudes; Study Habits; *Study Skills; Teacher Attitudes; *Test Wiseness

This guide to academic achievement in courses that require problem solving shows the student how to see things as the teacher sees them. The student who sees with the professor's eyes can cut through the useless and irrelevant activities that interfere with real achievement. The approach, which requires that the student do all required work, is full of practical and easy ways to achieve academic excellence. The first chapter emphasizes taking a holistic approach to the course, studying not just the subject matter but the student's own attitudes and work habits and the teacher's methods for conveying information and testing students. Chapter 2 introduces a system for learning and perfecting skills, and Chapter 3 gives some practical advice on using resources. Chapters 4 through 8 concentrate on the mechanics of implementing the learning system, Chapters 9 through 12 focus on improving the student's own psychological make-up and using common setbacks to improve attitudes and performance. Chapters 13 through 15 are about instructors, and determining what they want, and Chapters 16 through 18 are about the tests the student must take in problem-solving courses to get an "A." Although many practical approaches to studying more efficiently are outlined, it must be recognized that none of the techniques substitutes for doing the work. Appendixes contain an index and a list of seven resources for additional information. (SLD)

ED 407 432 TM 026 470

Education, Section J. Extracted from the 1996 New York State Statistical Yearbook, 21st Edition.
PUB DATE- Oct 96
NOTE- 41p.; In its: New York State Statistical Yearbook, 20th Edition, p314-351, 1996. For the 1995 Section on Education, see ED 397 071.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)

Libraries; Elementary Secondary Education; Hypermedia; Information Dissemination; Information Networks; Information Retrieval; *Information Skills; Media Specialists; Online Catalogs; *Online Searching; Optical Data Disks; Research Tools; School Libraries; *Search Strategies; Student Research; User Needs (Information)
IDENTIFIERS- *Electronic Media; *Resource Based Learning

The ever-increasing availability of electronic information resources online and on CD-ROM presents library media specialists, teachers, and students with a new set of challenges for accessing information. Electronic information resources enable access to nonlinear information, which allows searchers to explore relationships and make connections which they might not discover in traditional linear information sources. Library media specialists must be able to provide new users of electronic resources with basic search strategies that they can use easily as they move from one resource to another. This book describes four such basic search: browse searching, hypertext searching, hierarchical searching, and analytical searching. With its emphasis on resource-based teaching and student-centered learning, the book also serves as a tool to enable students to become independent users of electronic resources. Chapters include: (1) "Using Information Skills to Search Electronic Resources" (including the "Information Skills Model"); (2) "Working With Systems"; (3) "General Electronic Resources"; (4) "Electronic Catalogs"; (5) ""Electronic Periodical Databases"; and (6) "Specific Electronic Resources." Chapters three through six discuss unique features of that class of resources and also contain reproducible search strategy forms. A listing of CD-ROM publishers and a subject index are also included. (Contains 16 references.) (SWC)

ED 406 992 IR 056 367

Baule, Steven M.
Technology Planning. Professional Growth Series.
PUB DATE- 97
NOTE- 99p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Cooperative Planning; Educational Cooperation; Educational Finance; Educational Innovation; *Educational Planning; Educational Strategies; *Educational Technology; Elementary Secondary Education; Evaluation Methods; Information Policy; *Information Technology; Strategic Planning; Teamwork; *Technological Advancement; Users (Information)
IDENTIFIERS- *Technology Integration; *Technology Plans

Planning for the instructional use of technology within a modern and progressive school system is extremely complex because of the speed at which technology is advancing. The identification of strategic goals and objectives and an evolving rough map of how to achieve those goals has replaced the traditional strategic planning process. This book provides a comprehensive approach to integrating technology in school programs. Topics addressed include: the need for technology planning; organizing the planning team; establishing the team's mission; specific items to consider when planning; gathering information and resources; planning issues; technology funding issues;

attend part-time, 28% attend full-time, 49% take courses to earn credit for a degree, and 34% take courses for occupational improvement. While much of the research conducted on DE has focused on learners and their motivations, little research has been done on faculty perceptions. Some faculty remain resistant to DE because of the increased workload it can represents, pay issues, authorship issues, technical and clerical support, problems in engaging students, loss of faculty autonomy, and threatened job security. Faculty in the future, however, are likely to see their roles change from creators of instruction to managers of resources. (HAA)

ED 407 009 JC 970 193

Stewart, Mary Alice; Smith, Melanie
Enhancing Student Learning through Public Deliberation: A Fresh Approach to Active Learning.
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Active Learning; *Classroom Techniques; Community Colleges; *Community Leaders; Group Discussion; *Leadership Qualities; *Leadership Training; Listening Skills; *Role of Education; School Community Relationship; Two Year Colleges
IDENTIFIERS- *Study Circles

By helping students acquire deliberative skills, community colleges can help develop citizen leaders who can engage in public discussion about values that are commonly shared but differently applied. Moreover, deliberative skills, consisting of active listening, creative conflict, public dialogue, and public judgment, can provide a fresh approach to active learning in the classroom. Leaders in learning organizations are responsible for building organizations where people are continually expanding their capabilities to shape their future, while the greatest service a leader can provide is to help others develop and sustain good working relationships. One important resource for implementing this kind of approach in the classroom is the study circle, in which small groups discuss and deliberate together to make decisions. In study circles, participants must listen with an open mind and strive to understand the position of those who disagree with them. Ideas and differences can be freely expressed and challenged, but participants are responsible for monitoring their attitude, body language, and use of reason versus emotion. Study circles can train students to move beyond data and arguments as presented in lectures or textbooks to a consideration of information within a broad social context. (HAA)

ED 407 010 JC 970 194

Barshay, Robert; Cant, Catherine
The Evolution of General Education Requirements at Prince George's Community College.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV,

school counselors to review new career clusters and educational requirements; (2) increasing recruitment and retention efforts, including the development of proposals for state-wide marketing research projects as well as a comprehensive plan for retention efforts; (3) enhancing the delivery of instruction and services, including the revision of VU's advising manual; (4) developing enterprise and entrepreneurial projects, including the development of a Learning Center located nearly 300 miles from campus; and (5) enhancing the professional development of faculty and staff, involving the delivery of 15 specialized inservice workshops to over 185 faculty and staff. (HAA)

ED 407 026 JC 970 210

Boettcher, Steven; Schwartz, Randy
Team-Building through Technology: Using a Newsletter or a Web Site To Energize Your Department.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Departments; Design Requirements; Electronic Publishing; Faculty Publishing; Higher Education; *Layout (Publications); *Newsletters; *School Publications; Teacher Collaboration; *World Wide Web
IDENTIFIERS- HTML; *Web Pages

One of the most difficult problems facing department chairs is inspiring a shared vision of the department, especially among part-time faculty. A departmental forum, or central means of communication that is regularly updated and widely accessible, can be useful in fostering teamwork and this shared vision, while two popular formats for forums are newsletters and World Wide Web pages. In developing a forum, it is essential that basic policy issues be resolved beforehand, including the forum's purpose and audience, what content will be appropriate, the format, methods for ensuring faculty participation, and goals with respect to how ambitious the project will be. In planning a text-based newsletter, key strategies include combining graphics with text to make the publication visually engaging; combining news with feature stories; designing catchy nameplates, mastheads, and headlines; and producing occasional special issues. The Web is a useful tool for providing graphics and text, as well as hypertext links to other resources. To create a Web-based forum, a Web browser, simple text editor, and knowledge of basic hypertext markup language codes are required. A good way to begin designing the site is to browse other Web sites and examine their source code to determine how certain effects are achieved. Care should be taken not to make the site too large to be handled by the department server or too rich in graphics to be downloaded rapidly. Contains 10 references. (BCY)

ED 407 027 JC 970 211

Hilosky, Alexandra; Watwood, Britt
Transformational Leadership in a Changing World: A Survival Guide for New Chairs and Deans.
PUB DATE- Feb 97

of a new formula, while the final part presents the Division's recommended funding structure. Contains 28 references. A December 1995 report to the Iowa General Assembly on community college funding recommendations and tables from a fiscal year 1996 facility survey are appended. (HAA)

ED 407 043 JC 970 273

Baxter, Virginia
Starting a Successful Community College Alumni Program.
PUB DATE- Mar 92
NOTE- 4p.; For the second and final issue of Volume II, see JC 970 274.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alumni; *Alumni Associations; Community Colleges; Database Management Systems; Fund Raising; *Organizational Development; Philanthropic Foundations; *Program Development; Program Implementation; School Community Relationship; Two Year Colleges

Once a community college foundation is well established, an alumni program can be developed, although the focus should be on making contacts and gaining supporters rather than raising funds. The following steps can help establish a successful alumni program: (1) conduct a feasibility study on campus; (2) form a committee to establish program missions and goals; (3) hire or assign a director of development to gain visibility both on campus and in the community; (4) form a nominating committee to select an alumni board composed of influential graduates; (5) develop an accurate mailing list of graduates' names and addresses; (6) initiate a comprehensive review of the current office computer system and suggest ways to improve alumni lists, communication, membership solicitation, and recognition; (7) after sufficient alumni names are entered into the database, undertake an initial mailing with an address correction to check the validity of the list; (8) as a first activity, organize a reunion of Associated Student Body presidents; and (9) establish an Alumni Hall of Fame. To implement these initiatives, college support is critical, including a capable office staff who understand the importance of the Alumni Office, a promotions budget of at least $500, access to and support from the college president, and an adequate computer system to identify alumni. (HAA)

ED 407 044 JC 970 274

Maag, Kathy; Hoffman, Peter
Business Roundtables Boost Funds and Awareness.
PUB DATE- Jun 92
NOTE- 4p.; For the first issue of Volume II, see JC 970 273.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; *Conferences; *Corporate Support; *Fund Raising; Organizational Development; Philanthropic Foundations; *Program Design; Program Development; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Ohlone College CA

Community Programs; Evaluation Criteria; *Family Programs; Newsletters; Public Policy; Social Services; State Programs
IDENTIFIERS- *Family Resource Coalition IL; *Family Support

This document consists or the six issues of the Family Resource Coalition's newsletter "Connection" published in 1995. These newsletter issues explore matters pertaining to family support and related programs. Featured articles are as follows: (January-February) "Board Approves Long-Range Plan, Reaffirms FRC's Family Resource Coalition Commitment to Local Programs," and "FRC Spreads Family Support News through Computer Network"; (March-April) "Big Changes in Washington: How They Could Affect Family Support Programs," and "Young Adolescents and Their Families"; (May-June) "Announcing Landmark Contributions from FRC Best Practices Project," and "FRC's STATES Initiative Hits the Ground Running"; (July-August) "FRC Nurtures Community Efforts to Grow the Family Support Movement," and "Panel Advises STATES Initiative: Providers, Parents, & Trainers are Experts on Technical Advisory Panel"; (September-October) "FRC Publishes Community Assessment Manual: Experience is Backbone of How-To Guide" and "Block Grants are Coming: How Can We Turn a Crisis into an Opportunity"; (November-December) "Helping States Build Committee's Capacity to Support Children and Families," and "Child and Family Services Block Grants: A Threat to Preservation Programs." Each of the bimonthly issues also features a section entitled Bulletin Board, which contains information on conferences, resources, job openings, seminars, and events. (WJC)

ED 407 062 PS 025 026

Taylor, Philip; Miller, Stanley
Our Children, Our Future: Primary Education Today.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Standards; *British National Curriculum; Classroom Environment; Educational Change; Educational History; Educational Resources; *Elementary Education; Foreign Countries; *Parent Attitudes; Parent Participation; Questionnaires; School Administration; Student Evaluation; *Teacher Attitudes; Teacher Qualifications; Teaching Methods
IDENTIFIERS- Education Reform Act 1988 (England); *Great Britain

This report presents the results of a survey of teachers', parents', and the general public's views on the impact of the National Curriculum on Primary Education in Great Britain since the passage of the 1988 Education Reform Act. Chapter 1 of the report introduces the survey and presents a general review of the survey's findings, while chapter 2 explains the survey's questionnaire and interview methodology. The history of primary education in Great Britain is outlined in chapter 3. Chapter 4 reports teachers' views on: (1) standards related to academic subjects; (2) the National Curriculum in general; (3) change in classroom life; (4) assessment; (5) sources of influences over Primary Education; (6) aims of teaching; (7) classroom resources, including technology; (8) parental interest; (9) teaching standards; (10) effective teaching; (11) teaching methods; (12) beginning teacher competence;(13) school management; (14) appraisal of teachers; (15) school inspection; and (16) teacher morale. Chapter 5 reports the views of parents and the general public on several topics, including testing,

Savage, Teresa
The Ready-to-Read, Ready-to-Count Handbook: How To Best Prepare Your Child for School. A Parent's Guide.
PUB DATE- 91
NOTE- 265p.; Previously titled, "The Chalkboard in the Kitchen."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beginning Reading; *Computation; Early Reading; Learning Activities; Learning Modules; *Letters (Alphabet); Mathematics Skills; Number Concepts; Numbers; *Parents as Teachers; *Prereading Experience; Preschool Children; Preschool Education; Reading Instruction; Reading Readiness; *School Readiness
IDENTIFIERS- *Mathematics Activities; Mathematics Readiness; Number Names

Noting that many parents who might teach their young children are often discouraged by a lack of information or fear of being labeled "pushy," this book provides parents with a step-by-step program for teaching preschoolers letters and numbers as a way of giving children a head start on formal education. The handbook consists of a teacher's training manual for parents and an activity workbook for children. Each chapter contains assignments for the parent to master, lessons for the parent to teach the child, and a summary of assignments to guarantee complete understanding of the lessons. Following an introductory chapter, chapter two shows parents how to bring love and sensitivity into the at-home classroom by accenting the positive and provides an initiation into effective and responsive teaching skills. Chapter three uses games which everyone in the family can enjoy to teach children coordination, logic, listening, and direction skills. Chapter four is a beginning reading program that uses a reading comic strip to teach children as young as three years old the sounds of the alphabet and how to read. Chapters five through seven continue the reading comic strip and the reading program, and show parents how to help children progress from reading words to reading books. Chapter eight is a basic math program based upon games, activities, and creative problem solving. Contains 80 references. (Author/SD)

ED 407 080 PS 025 168

Powell, Jim
Parents as Early Partners in the Literacy Process.
PUB DATE- 95
NOTE- 28p.; Paper presented at the National Conference on Family Literacy (5th).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Emergent Literacy; *Literacy; Models; National Surveys; Parent Child Relationship; *Parent Role; Parents as Teachers; *Preschool Children; Preschool Education; Racial Differences; Sex Differences; Socioeconomic Influences
IDENTIFIERS- *National Household Education Survey

This paper presents national survey results on the role of parents in the emerging literacy of preschool children, and outlines the Strengths Model for Learning in young children.

Malkus, Amy J.; Musser, Lynn M.
Environmental Concern in School-Age Children.
PUB DATE- Apr 97
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Anxiety; *Childhood Attitudes; *Conservation (Environment); Elementary Education; Elementary School Students; Family Influence; Recycling
IDENTIFIERS- *Environmental Attitudes

This study examined the relationship between children's environmental concern and grade, sex, environmental attitudes and behaviors, perceived competencies, and manifest anxiety. A total of 138 children in grades 1, 3, and 5 were interviewed and completed scales that measured childhood concerns, attitudes toward the environment, self perception, manifest anxiety, and home environmental practices. It was found that children were moderately concerned about the environment, and that first- graders were more concerned about the environment than third- or fifth-graders. Environmental concern was positively correlated with environmental attitudes and behaviors for the fifth-graders. Multiple regression analysis revealed that children's environmental attitudes were a significant component of environmental concern, with more pro-environmental attitudes associated with greater environmental concern. Manifest anxiety was also found to be a component of environmental concern, with less anxiety being associated with greater concern. Children with greater environmental concern were somewhat more worried about environmental problems, and were able to generate more ways that they and their parents could help save the environment. (MDM)

ED 407 100 PS 025 251

Farber, Betty, Ed.
The Parents' & Teachers' Guide To Helping Young Children Learn: Creative Ideas from 35 Respected Experts.
PUB DATE- 97
NOTE- 355p.; Material adapted from articles that appeared in "Parent and Preschooler Newsletter" issues prior to 1997.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Child Development; Childrens Literature; Childrens Writing; Computer Uses in Education; Creativity; Emergent Literacy; Fairy Tales; Imagination; Language Acquisition; Learning Activities; Movement Education; Museums; Music Activities; Nursery Rhymes; Outdoor Activities; Parent Materials; Picture Books; Poetry; *Preschool Children; Preschool Education; School Readiness; Science Activities
IDENTIFIERS- *Play Learning

Parents and teachers may often have wondered how preschoolers learn, or why certain things, events, or people are more interesting to them than others? This book provides information on how young children learn, and offers activities to encourage emerging literacy, promote creativity and imagination, and

PUB DATE- 94
NOTE- 904p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Behavior Problems; *Child Development; *Child Health; *Child Rearing; Communication Problems; *Developmental Tasks; Individual Needs; Medical Evaluation; Nutrition; Parent Child Relationship; Parent Education; Parent Materials; Parent Role; *Parenting Skills; Physical Fitness; Play; Sibling Relationship; *Toddlers
IDENTIFIERS- *Child Safety; Feeding Problems; Temper Tantrums; Toilet Training

This guide, written for parents, explains what parents need to know about the second and third year of their child's life. Part 1 is organized by chronological age, with each of 16 chapters devoted to 1 or 2 months of development. Sections in each chapter are: (1) "What Your Toddler May be Doing Now," a monthly or quarterly milestone scale of achievements; (2) "What You Can Expect at the Checkup," medical procedures and tips for well-baby checkups; (3) "What You May Be Concerned about," typical parental concerns for toddlers, organized in a question-answer format; (4) "What It's Important for You To Know," information on typical child development problems and suggestions for parents to encourage their child's development; and (5) "What It's Important for Your Toddler To Know," specific areas of learning such as kindness toward animals, manners, reading as a fun activity, sharing, and sorting through gender roles. Specific areas covered include language development, play, television viewing, making friends, fears and phobias, traveling, self-esteem, creativity and imagination, temperamental and individual differences, parent-toddler communication, the Superchild Syndrome, lying, understanding rules, right and wrong, giving and sharing, gender roles, and grandparents. Part 2 addresses toddler care, health, and safety. The seven chapters present a toddler care primer and discuss feeding toddlers, toilet learning, keeping toddlers healthy, keeping toddlers safe, treating toddler injuries, and special needs children. Part 3 addresses the toddler in the family. Three chapters discuss siblings, parenting toddlers, and nonparental care. Part 4 is a ready reference. (KDFB)

ED 407 118 PS 025 330

Junn, Ellen N.
Media Portrayals of Love, Marriage & Sexuality for Child Audiences: A Select Content Analysis of Walt Disney Animated Family Films.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Animation; Children; *Films; *Love; *Marriage; Mass Media Role; *Sex Differences; Sex Role; Sexual Harassment; *Sexuality; Violence
IDENTIFIERS- *Childrens Films; *Romantic Relationship; Walt

working sections. The first three are training modules. Each module details learning opportunities, expected outcomes, key concepts, background information, questions for discussion and reflection, activities, points to consider, and next steps. Module 1 addresses understanding communicable diseases, and includes experience with and understanding of communicable diseases, working with people of diverse beliefs, and how communicable diseases spread. Module 2 addresses preventing communicable diseases, and includes hand washing, gloving, checking on infection control, and fresh air. Module 3 addresses recognizing and managing communicable diseases. Topics addressed include daily health checks, managing communicable diseases, and assessing ill children. The fourth section of the guide addresses continuing professional development issues to help Head Start staff develop their skills in preventing, recognizing, managing and learning about communicable diseases. The fifth section contains resources including books, manuals, videos, newsletters, and national organizations. The sixth section is an appendix of fact sheets on communicable diseases ranging from chicken pox to tuberculosis. (SD)

ED 407 136 PS 025 369

Nurturing Children. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 92
NOTE- 87p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Caregiver Child Relationship; *Child Development; Family School Relationship; *Interaction; Listening; *Listening Skills; Preschool Education; Resource Materials; Self Esteem; Staff Development; Teaching Guides; Training Methods; Workshops
IDENTIFIERS- Caring; *Nurturance; *Project Head Start; Support Systems; Supportive Learning Environments

This training guide is designed to enhance the skills of Head Start staff in nurturing children by attending to them and interacting with them so they are safe as they grow and develop. Each of the guide's modules details module outcomes, key concepts, and background information. Module 1 addresses tuning in to children, focusing on building the staff's ability to: identify how their role influences children's development; understand children's basic developmental needs; apply basic child development principles and sound child development practices; and talk with other staff and parents about individual children. Module 2 addresses interacting with children, focusing on enhancing the staff's ability to listen to children in order to understand their individual needs, perceptions, and interests. Increasing staff skills in talking with children in ways that support a positive sense of self and address individual needs is also examined. Module 3 addresses nurturing children through families, and encourages staff to identify and build on family strengths in nurturing children. Contains resources. (SD)

ED 407 137 PS 025 370

ED 407 153 PS 025 390

Light the Way for Kids: School Volunteer Resource Guide.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Guides; Outreach Programs; Program Development; Resource Materials; School Community Relationship; Service Learning; *Student Volunteers; *Volunteer Training; *Volunteers
IDENTIFIERS- Volunteerism; Wisconsin

When community members volunteer for young people, they forge pathways of knowledge and compassion, and gain a better understanding of the mission and challenges of the schools. Youth service-learning programs that give high school and middle school students the chance to work with younger students or on community projects also leave lasting impressions of the benefits of volunteering, the gift of self. This resource guide to help schools start or enhance their volunteer programs is distributed by Volunteer-A-Thon, a community outreach project of Wisconsin Public Television (WPT) The guide is in three parts. Part 1, "Volunteer-A-Thon Participation," gives an overview of the program, lists ideas for school participation in the program, and contains sample forms. Part 2, "Adult Volunteers in the School," presents a step-by-step process for starting a volunteer program, and includes a sample design and organization for a volunteer program. This section also provides guidelines for teachers' use of volunteers, suggests ways to give recognition to volunteers, lists ideas for family and retired persons volunteering, describes student mentoring and intergenerational programs, and outlines risk management. Part 3, "Youth Service-Learning," describes opportunities for student volunteerism, including the Learn and Serve American grants; core elements of effective service-learning activities; integrating service learning into the curriculum; outcomes of youth service-learning; and tips for organizing a youth service-learning program. Appendices include a family-community-school partnership project directory for Wisconsin and a checklist of practices and programs to encourage family and community support of children's learning. (KDFB)

ED 407 154 PS 025 393

Banks, Ron
Bullying in Schools. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Attitudes; *Antisocial Behavior; Elementary Secondary Education; *Intervention; Parent Attitudes; *Peer Relationship; Self Esteem; Sex Differences; Student Attitudes; *Student Behavior; *Student Problems;

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- At Risk Persons; Career Development; *Career Planning; Child Caregivers; Children; Collegiality; Employee Attitudes; Employer Employee Relationship; Interpersonal Relationship; *Job Enrichment; Job Performance; *Job Satisfaction; Life Satisfaction; Organizational Climate; Organizational Effectiveness; Organizations (Groups); Professional Development; *Quality of Working Life; Work Attitudes; Work Environment; Youth; Youth Agencies

Job satisfaction, which can be defined as a feeling of fulfillment or pleasure associated with one's work, comes from many personal sources but can be nourished by supportive agency practices, daily interactions, and long-term goals. Job satisfaction is important for child and youth care workers because (1) job satisfaction and competence are often interwoven, (2) satisfied people tend to stay longer at their agencies, and (3) at-risk children and families need competent, enthusiastic workers who can be depended upon. Job satisfaction for child and youth care workers is examined in this book from five interwoven perspectives, in five chapters. Each chapter includes quotations and vignettes intended to illustrate key concepts of best practice in cultivating job satisfaction in a variety of community and group care programs for at-risk children and youth. Following an introduction that defines job satisfaction, Chapter 1 examines personal sources of satisfaction for child and youth care workers. Chapter 2 looks at organizational support, attitudes, and practices. Chapter 3 probes the importance of team work and individual interactions and the roles they play in job satisfaction. Chapter 4 explores career and professional development practices. Chapter 5 discusses, for those interested in building a career in the field, how the material in the book can be integrated into action steps. A list of references and suggested readings, an appendix with career information and opportunities in youth work, and a biography of the author are included. (DR)

ED 407 171 PS 025 433

Hackmann, Donald G.
Student-Led Conferences at the Middle Level. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Accountability; Communication Skills; Intermediate Grades; Junior High Schools; Middle Schools; *Parent Conferences; Parent Participation; Parent Student Relationship; *Parent Teacher Conferences; Self Evaluation (Individuals); Student Educational Objectives; *Student Evaluation; *Student Leadership; *Student Participation; Student Responsibility; *Student Role; Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Middle School Students

Because traditional parent-teacher conferences exclude the student from the process, this model does little to facilitate

LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Aspiration; Academic Failure; Achievement Need; Attitude Change; Cognitive Restructuring; Elementary Secondary Education; Goal Orientation; Learning Motivation; Personality Traits; *Student Attitudes; Student Characteristics; *Student Motivation; Teacher Expectations of Students; Teacher Influence; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Perfectionism; *Student Expectations

Perfectionist students are not satisfied with merely doing well or even with doing better than their peers. They are satisfied only if they have done a job perfectly. Problems associated with forms of perfectionism that focus on seeking success are relatively minor, but problems associated with forms of perfectionism that focus on avoiding failure can be destructive to achievement motivation. This digest lists the characteristics of student perfectionism, including: (1) performance standards that are impossibly high and rigid; (2) motivation from fear of failure; (3) difficulty in taking credit or pleasure in accomplishments because such achievement is merely what is expected; and (4) procrastination in getting started on work that will be judged. The digest then discusses the performance norms and work expectations that perfectionist students need to relearn, including understanding that: (1) schools are places to learn knowledge and skills, not merely to demonstrate them; (2) errors are normal, expected, and necessary aspects of the learning process; and (3) it is usually more helpful to measure progress by comparing where one is now with where one was, than by comparing oneself with peers or with ideals of perfection. The digest concludes with a list of strategies that effective teachers can use to help perfectionist students, including: (1) building a friendly, supportive learning environment; (2) establishing that mistakes are a normal part of the learning process; and (3) articulating expectations that stress learning and improvement over perfect performance on assignments. Through such strategies teachers can learn to support the success-seeking aspects of achievement motivation while working to reduce unrealistic goal setting. (LPP)

ED 407 188 PS 025 523

Katz, Lilian G.
SheJi HuoDong JiaoFa (The Project Approach). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 368 509.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Activity Units; *Curriculum Development; Early Childhood Education; Elementary Education; *Group Activities; *Learning Activities; Student Motivation; *Student Participation; *Teacher Student Relationship; Thematic Approach
IDENTIFIERS- ERIC Digests; *Project Approach (Katz and Chard)

A project is an in-depth investigation of a topic worth learning more about, usually undertaken by a group of children within a class. The goal of a project is to learn more about a topic rather than to find answers to questions posed by a teacher. Project work is complementary to the systematic parts of a

PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Rural Schools; *Secondary School Teachers; *Teacher Attitudes
IDENTIFIERS- Teacher Surveys

A descriptive study gave rural high school teachers an opportunity to voice their opinions on parental involvement. A survey questionnaire using a Likert-scale format was completed by 51 of 85 teachers in a large rural midwestern high school. All respondents were European American, as were virtually all students. Over 70 percent of respondents had more than 5 years of teaching experience and had earned a master's degree or more. Only 39 percent of respondents strongly agreed that parental involvement would increase student success, and only 5 percent indicated that they had the time to involve parents. No teacher strongly agreed that involving parents was a responsibility of the teacher or was necessary at their school. Although 61 percent believed that parental involvement was important for a good high school, 95 percent were unwilling to participate in inservice training on ways to increase parental involvement. Only 4 percent strongly agreed that "the school views parents as important partners." While teachers favored having parents as active agents in their school, they were unsure how to promote such situations and unwilling to spend time learning how. Teachers believed that parental involvement was important in conferences with teachers and students but less important in other school-related affairs, that the responsibility for parent involvement lay with the parent, and that the appropriate sphere for parent participation was within the home. Includes recommendations for practice and further research. Contains 15 references. (SV)

ED 407 205 RC 021 046

Mihesuah, Devon A.
Cultivating the Rosebuds: The Education of Women at the Cherokee Female Seminary, 1851-1909.
PUB DATE- 93
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Acculturation; *American Indian Education; American Indian History; Boarding Schools; *Cherokee (Tribe); Educational History; Educational Practices; Elementary Secondary Education; *Females; Politics of Education; *Single Sex Schools; *Single Sex Schools; *Tribally Controlled Education; *Womens Education
IDENTIFIERS- Cherokee Nation; Institutional History; Mixed Race Persons; Northeastern State University OK

This book traces the history of the Cherokee Female Seminary, established by the Cherokee Nation in 1851 near Tahlequah (Oklahoma). Unusual among Indian schools because it was founded by neither the federal government nor missionaries, the school offered a rigorous curriculum from elementary grades through high school, patterned after that of Mount Holyoke Female Seminary (Massachusetts). It offered no instruction in Cherokee

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Southeast Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 130p.; For the 1994 National Directory, see SE 055 749. For related directories, see SE 055 750-759.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs
IDENTIFIERS- Alabama; Dwight D Eisenhower Math and Science Educ Program; Florida; Georgia; Mississippi; North Carolina; South Carolina; United States (Northeast)

This document is a comprehensive directory of Federal Offices, programs, and facilities for K-12 education in mathematics and science for the Southeast Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Southeast Region, which includes Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 220 SE 055 759

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Southwest Region.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 124p.; For the 1994 National Directory, see SE 055 749. For

Schoenfeld, Alan, Ed.
Student Assessment in Calculus. A Report of the NSF Working Group on Assessment in Calculus. MAA Notes Number 43.
PUB DATE- 97
NOTE- 136p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Calculus; Concept Formation; *Curriculum Development; Educational Innovation; Higher Education; Learning Strategies; Mathematics Instruction; Secondary Education; Standards; State of the Art Reviews; *Student Evaluation; Thinking Skills

The purpose of this report is to outline the state of the art in calculus assessment and to indicate directions for explorations in assessment that will enable educators to gain a deeper understanding of student learning in order to improve student learning through calculus instruction. The purpose is accomplished in the context of two major changes related to calculus instruction: (1) a revised set of goals for instruction; and (2) a much-expanded research base regarding the nature of students' understandings of mathematical concepts. This approach is grounded in the principle that assessment requires an understanding of what it means to understand. This report can serve as a vehicle for thinking about individual student work, goals for instruction, and how well a particular course or set of courses might meet those goals. A user's guide to the report, goals for instruction and student assessment in calculus, an account of the state of knowledge about assessment in general, specific calculus-related assessment issues, an agenda for research and development in calculus assessment, and assessment examples are included. Contains 42 references. (DDR)

ED 407 241 SE 060 089

Pothier, Yvonne M., Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the 1995 Annual Meeting (Ontario, Canada, May 26-30, 1995).
PUB DATE- Aug 95
NOTE- 191p.; For the 1994 and 1993 proceedings, see SE 060 090-091.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Calculus; Computer Uses in Education; *Educational Strategies; *Educational Theories; Elementary Secondary Education; Foreign Countries; Learning Activities; *Mathematics Instruction; Methods Courses; Misconceptions; Sex Differences; *Teacher Education; Teaching Methods; Word Problems (Mathematics)
IDENTIFIERS- Canada

These proceedings contain the papers presented at the 1995 annual meeting of the Canadian Mathematics Education Study Group. Papers are organized into four sections: (1) plenary lectures; (2) working groups; (3) topic sessions; and (4) ad hoc sessions. Papers include: (1) "The Role of Epistemology in the Analysis of Teaching/Learning Relationships in Mathematics Education" (Michele Artigue); (2) "Teaching and Making it Count" (Kenneth Millett); (3) "Autonomy and Authority in the

ED 407 261 SE 060 198

Serow, Robert C.; And Others
Curriculum Reform and the NSF Engineering Education Coalitions: A Case Study.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Educational Change; Educational Innovation; *Engineering Education; *Equal Education; Higher Education; Program Evaluation; *Science Programs; Undergraduate Study
IDENTIFIERS- National Science Foundation; North Carolina

This paper presents the findings from an evaluation of SUCCEED (Southwestern University and College Coalition for Engineering Education), a National Science Foundation (NSF) coalition. The presentation is made in several stages: (1) a review of the background and goals of the NSF coalitions, SUCCEED in particular; (2) a discussion of the methods used in the evaluation and a summary of the major findings to date; and (3) discussion of the implications of SUCCEED's experiences for other programs aimed at reforming engineering education. The vision of the coalitions is one in which all engineering graduates will possess highly developed technical skills, the attitudes and awareness needed to prosper in the workplace, and motivation to enhance the nation's competitive position in world markets. Evaluation results indicate that the coalitions have contributed to increased access to technology, early exposure to engineering, and outreach towards minority groups. (DDR)

ED 407 262 SE 060 199

Jimenez-Aleixandre, Maria Pilar; Diaz de Bustamante, Joaquin
Analysing Classroom Discourse: Practical Work in the Biology Laboratory.
PUB DATE- 24 Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Biology; *Classroom Communication; Foreign Countries; Grade 11; Group Activities; High Schools; *Inquiry; Laboratories; Learning Strategies; *Microscopes; Science Education; Student Attitudes; Teaching Methods
IDENTIFIERS- Spain

This study is part of a larger study on the problems that high school students' have in the interpretation and production of drawings and graphic representations in practical work in the biology laboratory, specifically with the use of the microscope. This part of the study focuses on classroom discourse among students and teacher as they use the microscope and other classroom materials (i.e., handouts, texts, and notebooks). The questions explored included the amount of involvement in inquiry that the tasks required and its relation to the discourse, the categories (qualitative and quantitative) of interactions, and what could be considered practical work on

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - General (130)
DESCRIPTORS- *Biology; Chromatography; DNA; Higher Education; *Instrumentation; *Laboratory Equipment; Microscopes; Observation; Secondary Education; Spectroscopy; Teacher Education; *Technology

This book was written to help introductory biology teachers gain a basic understanding of contemporary bioinstrumentation and the uses to which it is put in the laboratory. It includes topics that are most basic to understanding the nature of biology. The book is divided into five sections: (1) "Separation and Identification" that includes chapters on electrophoresis, chromatographic techniques, immunologic methods, flow cytometry, and centrifugation of biomolecules; (2) "Observation" that includes chapters on advances in light microscopy, transmission electron microscopy, and scanning electron microscopy; (3) "Spectroscopy" that includes chapters on absorption spectroscopy, fluorescence spectroscopy, cross-sectional medical imaging, and infrared spectroscopy; (4) "Biological Tracing and Sensing" that includes a chapter on radionuclides; and (5) "Manipulation of Biological Molecules" that includes chapters on recombinant DNA, the polymerase chain reaction, and restriction fragment length polymorphisms. Chapter overviews, concept maps, margin notes, photos of real scientists and their students, overhead transparency masters, and an Internet bioinstrumentation web site directory are also included. (JRH)

ED 407 285 SO 025 462

Gregonis, Linda M.; Fratt, Lee
Archaeology: Window on the Past. A Guide for Teachers and Students. Revised.
PUB DATE- Aug 94
NOTE- 175p.; Illustrated by Lee Fratt and Ron Beckwith.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; Anthropology; Community Characteristics; Cultural Background; Culture; Elementary Education; Grade 5; *Interdisciplinary Approach; Intermediate Grades; Material Culture; *Social Studies; Teaching Guides
IDENTIFIERS- *Arizona

This guide, a revision of the 1985 manual, Archeology Is More than a Dig, is designed to help teachers use archaeology in the classroom and can be used with several disciplines to integrate learning in the elementary classroom. Designed for fifth-grade students, the lessons can be adapted to fit the appropriate skill level of students. Divided into eight sections, section 1, "Archaeology and Archaeologists," discusses the discipline of archaeology and how and why people become archaeologists. Section 2, "Doing Archaeology," explains how archaeology is done, from survey to excavation to analysis and interpretation. Section 3, "Cultures of the Past," is a summary of the prehistoric and historic cultures in southern Arizona. Section 4, "Teaching Archaeology," discusses concepts that can be emphasized in the classroom. Section 5, " Protecting Our Heritage," discusses the responsibilities of all citizens in protecting the past. Section 6, "Resources," includes an annotated list of suggested reading and audiovisual materials,

Learned from Texas Borderland Schools.
PUB DATE- 96
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association in (New York, NY, 8-12 April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Involvement; Family Role; *Limited English Speaking; *Migrant Youth; Migrants; Parent Participation; *Parent School Relationship; Poverty; *School Community Relationship; *Secondary Education
IDENTIFIERS- *Texas

This paper describes the involvement of Mexican-American parents in secondary schools located along the Texas-Mexico border. The study is directed toward strengthening parental involvement in school communities where cultural and linguistic diversity, poverty, mobility, and lack of English proficiency present challenges to both school staff and parents. The paper examines the ways in which successful schools, particularly those enrolling predominantly Mexican-American students from poor, limited English proficient, non-English speaking, and/or migrant backgrounds, develop and sustain meaningful parental involvement. The principal assumption guiding the study is that effective border schools have developed contextually specific means for reaching out to families, for gaining their support and involvement, and for forming partnerships that support the education of their children. Contains 16 references. (EH)

ED 407 307 SO 026 907

Stomfay-Stitz, Aline M.
Education, Psychology, and Social Science: Common Pathways for Teaching Peace.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 12, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Critical Thinking; Decision Making; Elementary Secondary Education; Global Education; Human Relations; *Peace; Problem Solving; *Prosocial Behavior; *Social Studies
IDENTIFIERS- *Peace Education

This paper explores the contributions of several disciplines of the social sciences to peace education and peace psychology and focuses on positive gains in several aspects of peace education and conflict resolution witnessed by the researcher in over 10 years of work. The paper contains the following sections: (1) Introduction; (2) "Definitions and Historic Perspectives on Peace Education"; (3) "Contributions from Psychology"; (4) "Contributions from Anthropology"; (5) "Contributions from Political Science"; (6) "Contributions from Sociology and Social Work"; and (7) "Peace Education in Action--The Voices of Teachers, Children, and Young People." The paper maintains that a multidisciplinary approach to peace education should be the common goal for the new century. Contains 65 references. (EH)

ED 407 308 SO 026 911

technology policies; evaluation and revision of the technology plan; and the implementation of technology in a school or district once it has been planned. Appendices include: the technology vision at Glenbrook (Illinois) South High School (Glenview, Illinois); goals and standards of a technology action plan; using the Affinity Diagram process to organize information; implementation timeline for setting up a new computer lab; new equipment checklist; and reprints of four related articles: "Creating a District Plan for Technology" (Kathleen Martinsen); "How To Choose a Media Retrieval System" (Joe Huber); "Planning for CD-ROM Purchases" (Nancy Graf); and "Integrating Technology into Schools--Eight Ways To Promote Success" (Bob Hoffman). A glossary of technology terms is provided. (Contains 33 references.) (SWC)

ED 406 993 IR 056 368

Farmer, Lesley S. J.
Training Student Library Staff. Professional Growth Series.
PUB DATE- 97
NOTE- 183p.; For a related document, see IR 056 363.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Job Training; *Library Instruction; *Library Personnel; *Library Services; Library Skills; School Libraries; Staff Role; *Student Employment; *Student Participation; Student Recruitment; Trainees; Training; User Needs (Information)
IDENTIFIERS- *Student Assistants; Training Effectiveness; *Training Materials

The effective use of library student staff offers an opportunity to model both library instruction and student participation. This book details the process of effectively training student library staff. Chapter 1 lays the groundwork by helping the librarian determine the main functions and needs of the library, the role of library student staff, recruitment and retention of student staff, and basic training concepts and methods. Chapter 2 provides outlines for training sessions. Each session includes activity description, objectives, process, demonstration ideas, student activities, follow-up, and evaluation. Training is grouped into seven major library functions or services--orientation, basic operations, processing, use of equipment and technology, reference skills, other library services, and communications. The critical features of the common characteristics are delineated for each group of tasks. By melding guiding principles and practical lessons, school librarians can educate their student staff to carry out the library's mission and support individual student growth. (Contains 45 references.) (Author/SWC)

ED 406 994 IR 056 369

Anderson, Mary Alice, Ed.
Teaching Information Literacy Using Electronic Resources for Grades 6-12. Professional Growth Series.
PUB DATE- 96
NOTE- 235p.; For technology integration lesson plans for grades K-6, see IR 056 370.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Associate Degrees; *College Planning; Community Colleges; *Curriculum Development; Curriculum Evaluation; *General Education; *Required Courses; State Standards; Two Year Colleges
IDENTIFIERS- Prince Georges Community College MD

In August 1981, a task force was created at Maryland's Prince George's Community College (PGCC) to analyze the college's General Education (GE) requirements in terms of their appropriateness as a major component of Associate Degree (AD) programs. Rather than increase the number of GE requirements, the task force sought to identify the skills, knowledge, and values addressed by each. Academic divisions were then asked to rework their syllabi so that courses addressed one or more of the skills, knowledge, and values. In 1987, the task force was resurrected to further review GE requirements, recommending that both mathematics and science be required and that business mathematics not be allowed to replace the mathematics requirement since the course was not accepted at the University of Maryland. Another recommendation for a computer literacy requirement was not approved. Recently, the task force was asked to strengthen GE requirements to comply with state standards for ADs, recommending that AD recipients complete 34 credit hours distributed among 7 subjects and adding computer literacy and cultural diversity requirements. The new GE requirements have help PGCC's students in two significant ways. The additional courses mean that students are better prepared to succeed in life and state requirements mean that students can have up to 36 GE credits accepted at other institutions of higher learning. (HAA)

ED 407 011 JC 970 195

Nolte, Walter; And Others
Faculty Evaluation, Portfolio Development, and Accreditation: Walking the Tightrope.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); College Faculty; Community Colleges; Evaluation Criteria; Evaluation Methods; Faculty Development; *Faculty Evaluation; *Portfolio Assessment; Portfolios (Background Materials); Program Development; *Self Evaluation (Individuals); *Teacher Administrator Relationship; Two Year Colleges
IDENTIFIERS- Flathead Valley Community College MT

In response to recommendations from a 1992 accreditation visit, Flathead Valley Community College (FVCC), in Montana, designed and implemented a new faculty evaluation system. The college's Personnel Committee, comprised of seven full-time faculty members and the Academic Dean, was charged with developing the new system, beginning by reviewing evaluation procedures at

NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Deans; *Administrative Principles; *Administrator Role; Change Strategies; Community Colleges; *Department Heads; *Educational Change; Educational Innovation; *Leadership Qualities; Leadership Responsibility; Two Year Colleges
IDENTIFIERS- *Transformational Leadership

New academic chairs and deans can assume their new challenges with less frustration if they understand the essential elements for developing a culture of proactive change. One key concept is transformational leadership, in which leaders employ idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration to achieve results. It is also important to understand that change is a process, not an event; is accomplished by individuals; is a highly personal experience; and involves developmental growth. Chairs and deans will be called upon to play many roles, including change leader, incorporating characteristics of transformational leadership; administrative manager, focusing on daily operations rather than innovation; and college professional, or mentors guiding faculty through team building and professional development. Studies have shown that deans and chairs are instrumental in implementing change at their institutions, with 80% of decisions at universities made at the departmental level. A study of the role of community college chairs in the change process found the following seven concepts for effective change: (1) the president should set the tone by employing visionary transformational leadership; (2) individuals should feel empowered; (3) teams should be used; (4) effective methods for data collection; (5) a focus on quality; (6) the college must be able to respond to change; and (7) constituents should be satisfied with college services. Contains 11 references. (BCY)

ED 407 028 JC 970 212

Quinlan, Steven
Transforming Your College To Meet the New Financial Realities: The Seneca Experience.
PUB DATE- Feb 97
NOTE- 9p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Planning; Community Colleges; *Cooperative Planning; Educational Finance; *Financial Exigency; Foreign Countries; Governing Boards; Institutional Survival; Job Layoff; Program Termination; *Retrenchment; Two Year Colleges
IDENTIFIERS- Seneca College of Applied Arts and Technology ON

Seneca College is the designated community college for the City of North York, in the Greater Toronto Area, and is the most

Good relationships between community colleges and the businesses in their communities can lend company expertise to college programs and increase corporate contributions to the college's foundation. A business roundtable, which establishes a solid relationship between corporate sponsors and the college and focuses on an important current topic, is a good way to start. The Foundation at California's Ohlone College (OC) has established a successful roundtable program, focusing for the past 2 years on the theme of quality. While the Foundation's first annual roundtable in 1989 had only 5 corporate sponsors and 10 speakers, by 1992 it had 16 sponsors, presented over 50 speakers, and raised over $90,000 for Foundation programs. The sponsors are the key to a successful roundtable. At OC, sponsors contribute $5,000, get publicity in all roundtable materials, and participate in conference planning or present a break-out session. Speakers are chosen with an emphasis on employees doing hands-on work, rather than consultants. The roundtables are organized as two-day conferences, with most of the work being done by volunteers from the sponsoring companies. Anther key element is the use of special attractions for attendees, such as tours of local businesses. Planning for each event begins a full year in advance. (HAA)

ED 407 045 JC 970 275

Piland, William E.
California Community College Foundations Fund Raising Approaches.
PUB DATE- Mar 93
NOTE- 4p.; For the remaining issues of Volume III, see JC 970 276-277.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Community Involvement; *Donors; Educational Practices; *Fund Raising; Philanthropic Foundations; *Private Financial Support; Staff Role; *Staff Utilization; State Surveys; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Due to the instability of state funding, California's community colleges have turned to the foundation as a source of alternative fundraising and resource development. To gather data on the foundations in place at California community colleges, a survey was conducted of 50 foundation directors, focusing on how their foundations raised money, what this money was used for, obstacles faced, and other pertinent information. Results of the study, based on responses from 48 directors, included the following: (1) 78% of foundations emphasized raising immediate cash rather than planned-giving programs; (2) 73% of the foundations had paid staff; (3) the president of the college sat on the foundation's board at 92% of the colleges; (4) while the mean amount of raised money in the 1990-91 fiscal year was $458,303, amounts ranged from a low of $0 to a high of $4 million; and (5) 96% of the foundations expended money they raised on student scholarships. No significant differences were found in the responses with respect to college size or location, while a significant difference was found for the existence of paid staff, with foundations having paid staff using personal solicitation and direct mail more often than other foundations. Recommendations for improving foundations' efforts include hiring a professional staff; incorporating a long-range component of planned giving; and involving administrators, faculty, and student leaders. (HAA) quality, the purpose of Primary Education, and appraisal of teachers. Chapter 6 underscores some of the results reported in earlier chapters. Results of the survey described indicated that the National Curriculum has the support of teachers, parents, and the public for its general principles. Support is contrasted, however, by concerns about implementation. Rigidity, loss of spontaneity and creativity, denial of professionalism are all charges leveled at the introduction of the National Curriculum. Results confirm that concern has more to do with a conviction that implementation has actually hindered reforms and endangered the educational process. The report's appendices include the teacher questionnaire, the parent interview guide, the general public interview guide, and a collection of teachers' comments. (BC)

ED 407 063 PS 025 040

Girls and Technology. Resource Guide and Video.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 95
NOTE- 23p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; Cognitive Style; *Educational Improvement; Elementary Secondary Education; *Females; *Instructional Effectiveness; Mathematics Instruction; Nondiscriminatory Education; Science Instruction; Student Attitudes; Student Needs; Teacher Workshops; *Technological Literacy

Believing that girls deserve to be equal participants in our increasingly technological society, the National Coalition of Girls' Schools sponsored a 3-day conference for teachers on girls and technology. The goals of the conference included: bringing together experts who have researched and studied technology, learning, and girls; examining how girls approach and interact with different forms of technology; and providing teachers with methods for engaging girls in technology. The resulting resource guide and video explore the need for a supportive approach to teaching girls in mathematics and sciences and ways to provide that support. The resource guide presents questions to consider when viewing the video, tips for teachers and for parents to help preserve girls' confidence and competence in technological areas, two technology projects, and a selected bibliography of works on science, math, and technology. The accompanying video raises critical questions about girls and learning, and provides teaching tips for teachers and parents, while showing workshop participants exploring technology, taking things apart, and problem solving. (HTH)

ED 407 064 PS 025 049

Hobbs, Beverly B.; Chang, Joyce I.
What Are the School-Age Child Care Needs of Families in Rural Communities?
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the annual Conference of the National Council on Family Relations (Portland, OR, November 15-18, 1995).
LANGUAGE- English

According to data from the 1993 National Household Education Survey (NHES), the percentage of children displaying signs of emerging literacy and small motor skills increased with age within the 3- to 5-year-old population. More girls than boys demonstrated each of the literacy skills (identifying primary colors, recognizing letters, counting to 20, pretending to or reading stories, and writing own name). Hispanic and black students showed fewer signs of emerging literacy, although these deficits were wholly accounted for by related risk factors such as poverty and low maternal education. The strengths model of learning focuses on a family support plan to encourage emergent literacy skills in preschool children through choice and competent decision-making, follow through on choices, knowledge of curricular and life-long opportunities, reflection and self-evaluation, self-attribution, and acceptance of responsibility for choices and actions. An individualized family service plan protocol is included. (MDM)

ED 407 081 PS 025 172

Trimble, W. Jean
A Program for the Development of Reading Readiness Skills for Kindergarten Students Using a Cross-Age Reading Partner, Other Teacher, and Technology.
PUB DATE- 8 Nov 96
NOTE- 92p.; M.S. Final Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cross Age Teaching; Emergent Literacy; *Kindergarten Children; Primary Education; Program Descriptions; Program Effectiveness; Reading Improvement; *Reading Readiness; Teacher Role; Teacher Student Relationship; Teaching Methods; Young Children

This practicum project developed and implemented a program to teach young children reading readiness skills before they entered first grade. A target group of 20 students ranging in age from 4 to 6 years old in an elementary school kindergarten class was established for the program. During the 12-week implementation, the target group participated in cross-age reading with fifth-grade students. The program consisted of three strategies: increasing letter recognition, increasing concepts about print, and increasing phonemic awareness. Student success was measured with teacher-made instruments, including checklists and existing score sheet instruments such as checklists for letter identification and concepts about print. Results indicated that the preschool students increased their letter recognition, phonemic awareness, and knowledge of print concepts during their participation in the program. Results support the need for kindergarten students to have cross-age reading partners in the daily curriculum. The interaction that occurred during the program built enthusiasm, allowed the target students to progress in the acquisition of reading skills, and put reading into a social context. Reading and discussing stories together resulted in a sense of ownership for the participants. (Six appendices include survey instruments, pre- and posttest scores and checklists verifying the effectiveness of the program.) (WJC)

ED 407 082 PS 025 188

Gellert, Sandra; And Others

enhance knowledge and development in music, art, science, movement, and computers. Section 1 describes how young children learn and discusses the importance of play and the use of all their senses, individual differences, and toy selection guidelines. Section 2 addresses language development during the first 5 years and how to enhance it. Section 3 presents activities to encourage a love of reading and writing and to introduce different math concepts. Section 4 describes various types of children's literature, including picture books, fairy tales, poetry and nursery rhymes, multicultural books, and information books. Section 5 discusses the benefits of imagination and curiosity and offers creative suggestions to nurture these characteristics. Section 6 presents information on the value of the arts to young children's development and activities to promote self-expression through music, movement, and art. Section 7 describes children as "natural scientists" and offers activities to encourage observation and questioning regarding the natural environment. Section 8 suggests fascinating journeys with preschoolers and ways to enhance the learning experience of trips in one's own neighborhood or to a museum. Section 9 offers ways to familiarize children with school routines and discusses how school can be an enriching experience for all children, including those with disabilities. Section 10 covers the topic of young children and computers. Each section concludes with a list of resources. (KDFB)

ED 407 101   PS 025 294

Graves, D. E., Ed.; And Others
Making Food Healthy and Safe for Children: How To Meet the National Health and Safety Performance Standards--Guidelines for Out-of-Home Child Care Programs.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Health; Childhood Needs; Children; Cooking Instruction; Day Care; *Day Care Centers; Dietetics; Early Childhood Education; Federal Regulation; Food; Food Handling Facilities; *Food Standards; Foods Instruction; *Nutrition; Nutrition Instruction; *Safety; Safety Education; State Regulation; State Standards
IDENTIFIERS- *Food Education and Service Training; Food Preparation; Food Selection; Food Storage

Noting that feeding children foods that are nourishing and uncontaminated keeps children healthy and safe, this book is intended to help caregivers provide children with healthy and safe food, and meet national, state, and local nutrition standards. Chapter one provides a rationale for the book and includes tips for child care providers. Chapter two focuses on cleanliness and provides guidance on hand- and dishwashing and on keeping preparation areas clean. Chapter three addresses choosing foods that are safe to eat, protecting against choking and food spoilage, and preparing and serving foods properly. Chapter four addresses planning to meet children's food needs. Topics include child growth and development and appropriate feeding for every age group and health need. Chapter five

Disney Studios

This study examined the portrayal of love, marriage, and sexuality in 11 romantic and nonromantic Disney animated films. Results showed that four out of five of the nonromantic films had male leads, with males occupying significantly more screen time than females. Half of the romantic films had female leads, who occupied significantly more screen time than males. More lead characters suffered from mother absence than father absence, wherever parental presence could be determined. Females were more often depicted sexually and engaged in passive love-related roles than were males. Males engaged in active love-related, stereotyped roles and made more references to marriage and weddings than did females. Love-related and sexually-related portrayals have increased in recent romantic films of the 1990s, compared to films of the 1950s. A comparable number of or even fewer references to marriage were made in recent films than in films of the 1950s. The two lesser known films, "The Three Caballeros" and "Bongo," had themes involving sexual harassment and physical violence. Tables of screen time percentages and ratios for male and female leads and of statistical data of variants are included. (AS)

ED 407 119 PS 025 332

Calvert, Sandra L.; And Others
Gender and Ethnic Portrayals in Saturday Morning Television Programs.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Television; Ethnic Groups; Mass Media Role; Minority Groups; *Racial Balance; *Sex Bias; Television Research
IDENTIFIERS- American Broadcasting Company; Columbia Broadcasting System; Fox Television Network; National Broadcasting Company; *Television Networks

Children's television programs broadcast on Saturday mornings (7:00am-12:00pm) on CBS, NBC, ABC, and Fox networks were examined for gender and ethnic representation. For a sample of programs during the 1995/96 television season, raters counted the number of males and females, and the number of Caucasians, African-Americans, Hispanic-Americans, Asian-Americans, and Native Americans presented in the programs. Raters then computed the amount of time each character appeared and spoke during the program. The results showed that the male to female ration was 4/1 on CBS, 4/1 on Fox, 3/1 on ABC, and 1/1 on NBC. Male characters spoke more (an average of 10 minutes and 46 seconds) than female characters (an average of 2 minutes and 55 seconds). Caucasian and ethnic minority representation was 73.6 percent and 26.4 percent respectively; these percentages are very close to the groups' actual percentages in the United States population. There was a difference in the representation of race in major roles (roles in which a character speaks and is present at least 20 percent of the total program time). ABC and Fox under-represented ethnic minorities in major roles, CBS over-represented ethnic minorities in major roles, and NBC represented both ethnic minorities and Caucasians in major roles in proportions equal to their proportions in the United States population. Ethnic minority females were not represented

Enhancing Children's Growth and Development. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 95
NOTE- 156p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Differences; Child Development; Childhood Interests; *Childhood Needs; Developmental Programs; *Developmental Stages; *Individual Development; *Preschool Children; Preschool Education; Resource Materials; *Self Actualization; Staff Development; Student Centered Curriculum; Teaching Guides; Training Methods; Workshops
IDENTIFIERS- Development Education; Developmentally Appropriate Programs; *Project Head Start

This training guide is designed to enhance the skills of Head Start education staff in applying knowledge of how children grow and develop to planning, implementing, and evaluating activities and experiences in the center, at home, and during group socialization sessions. Each of the guide's modules details module outcomes, key concepts, and background information. Module 1 addresses getting to know each child and gives staff an overview of the ecological model of child development, allows staff to apply the model, and reviews what staff already know about the interrelated nature of child development. Module 2 addresses creating environments that support children's growth and development. This module encourages staff to create safe and healthy indoor and outdoor environments that support the developmental characteristics typical of children of different ages. Module 3 addresses planning schedules, routines, and transitions, by focusing on enhancing the staff's capability to plan balanced schedules that match children's developmental stages and support their growth. Module 4 addresses using child development to plan activities. This module involves staff in planning activities that allow children to participate in their own unique ways, in accordance with their individual interests, abilities, and skill levels. The guide's six appendices provide participants with physical, cognitive, social, and emotional child development information and activities that can be used as resources on the job. (SD)

ED 407 138 PS 025 371

Communicating with Parents. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 95
NOTE- 102p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Teacher Attitudes; Violence
IDENTIFIERS- *Bullying; ERIC Digests

Bullying is a serious problem that can dramatically affect the ability of students to progress academically and socially. Bullying is comprised of direct behaviors such as teasing, taunting, threatening, hitting, and stealing that are initiated by one or more students against a victim. Bullying may also be more indirect by causing a student to be socially isolated through intentional exclusion. Studies indicate that bullies often come from homes where physical punishment is used, where the children are taught to strike back physically as a way to handle problems, and where parental involvement and warmth are frequently lacking. Students who are victims of bullying are typically anxious, insecure, cautious, and suffer from low self-esteem, rarely defending themselves or retaliating when confronted by students who bully them. A strong correlation appears to exist between bullying other students during the school years and experiencing legal or criminal troubles as adults, while being bullied leads to depression and low self-esteem. Parents are often unaware of the bullying problem and talk about it with their children only to a limited extent, and school personnel may view bullying as a harmless right of passage that is best ignored unless verbal and psychological intimidation crosses the line into physical assault or theft. Effective interventions at the school, class, and individual levels may include the following components: (1) an initial questionnaire distributed to students and adults; (2) a parental awareness campaign conducted during parent-teacher conference days, through parent newsletters, and at PTA meetings; and (3) teachers working with students at the class level to develop class rules against bullying. Other components of effective anti-bullying programs include individualized interventions with the bullies and victims, the implementation of cooperative learning activities to reduce social isolation, and increasing adult supervision at key times. (LPP)

ED 407 155 PS 025 397

Scott, Catherine
The Acquisition of Some Conversational Time Concepts by Pre-School Children.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Development; *Concept Formation; Individual Development; *Preschool Children; Preschool Education; *Time
IDENTIFIERS- Timelines

This study explored children's development of a "mental time line" and considered the propositions that younger children view the temporal domain as bi-polar, while older children display signs of using finer gradations on their mental time ruler that approach conventional structures of clock and calendar time. Subjects were a group of Sydney (Australia) children aged three to six years attending day care, with 20 children in each age group (3,4,5,6 years giving a sample size of 80). Children were asked to identify something that "happened a long time ago," something that is "going to happen a long time from now," something that "happened a little while ago" and something that will "happen in a little while."

dialogue between parent and child or to recognize the need for students to assume greater control of their academic progress. Student-led conferences are a positive alternative to the traditional middle level parent-teacher conference. Student-led conferences are designed to achieve one or more of the following goals: (1) to encourage students to accept personal responsibility for their academic performance; (2) to teach students the process of self-evaluation; (3) to facilitate the development of students' organizational and oral communication skills and to increase their self-confidence; (4) to encourage students, parents, and teachers to engage in open and honest dialogue; and (5) to increase parent attendance at conferences. The student-led process typically has three phases: preparation, the actual conference, and an evaluation component. To prepare students for the conference, teachers instruct students on how to lead the conference, assist them with collecting and preparing information to be shared with parents, and describe how to explain and interpret any information to be shared. During the actual conference, discussion of academic grades is typically the primary focus, but the student-led format also provides an opportunity for students to share the contents of their portfolios and to discuss self-selected academic and social goals for the upcoming term. After the conference, students, parents, and teachers should be given an opportunity to provide their feedback concerning the effectiveness of the student-led format. If some parents want to meet with the teacher alone, teachers can give parents the option of selecting either a student-led conference or a traditional parent-teacher conference, reserving five minutes at the end of the student-led conference for a private conversation between parent and teacher, or permit the parent to schedule a follow-up conference with the teacher. (LPP)

ED 407 172   PS 025 434

Katz, Lilian G.
A Developmental Approach to Assessment of Young Children. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; Evaluation Criteria; *Evaluation Methods; Grades (Scholastic); Report Cards; *Student Evaluation; Test Interpretation; Test Use; Test Validity; *Young Children
IDENTIFIERS- Authentic Assessment; *Developmentally Appropriate Programs; ERIC Digests

The concept of developmental appropriateness can be applied to the assessment of young children. Clarifying the main purpose for which children are assessed can help determine what kinds of assessments would be most appropriate. Assessment of individual children might serve one of the following purposes: (1) to determine progress on significant developmental achievements; (2) to make placement or promotion decisions; (3) to diagnose learning and teaching problems; (4) to help in curriculum. Whereas systematic instruction helps children acquire skills, addresses children's deficiencies, and stresses extrinsic motivation, project work provides opportunities to apply skills, addresses children's proficiencies, and stresses intrinsic motivation. Projects differ from themes, which are broad topics such as "seasons," and units, which consist of preplanned lessons and activities on particular topics. In themes and units, children usually have little role in specifying the questions to be answered as the work proceeds. This is not the case in projects. Activities engaged in during project work include drawing, writing, reading, recording observations, and interviewing experts. Projects can be implemented in three stages. In Phase 1, "Getting Started," the teacher and children select and refine the topic to be studied. Phase 2, "Field Work," consists of investigating, drawing, constructing models, recording, and exploring. Phase 3, "Culminating and Debriefing Events," includes preparing and presenting reports of results. These characteristics of projects are exemplified in a project in which kindergartners collected 31 different types of balls. After collecting the balls, the class examined various characteristics of the balls, such as shape, surface texture, circumference, composition, weight, resistance, and use. This project involved children in a variety of tasks and gave children the opportunity to learn a new vocabulary as their knowledge of a familiar object deepened. (BC)

ED 407 189   PS 025 524

Benard, Bonnie
PeiYang HaiZi De FuYuan NengLi (Fostering Resilience in Children). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 8p.; For English version, see ED 386 327.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- At Risk Persons; Child Development; Critical Thinking; *Educational Environment; Elementary Secondary Education; Grouping (Instructional Purposes); Interpersonal Competence; Personal Autonomy; *Personality Traits; Problem Solving; Student Evaluation; Student Motivation; *Student Participation; *Teacher Expectations of Students; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Caring; ERIC Digests; *Resilience (Personality)

This digest summarizes studies that provide evidence that youth with multiple and severe risks in their lives can develop into confident and competent adults; and discusses the critical role schools can play in this process of development. Resilience is the term used to describe a set of qualities that foster a process of successful adaptation and transformation despite risk. An innate capacity for resilience helps children develop social competence, problem-solving skills, a critical consciousness, autonomy, and a sense of purpose. Research shows that certain characteristics of family, school, and community environments may alter or even reverse expected negative outcomes and enable children to manifest resilience despite risk. These "protective factors" can be grouped into three major categories: (1) caring and supportive relationships; (2) positive and high expectations; and (3) opportunities for meaningful participation. First, the presence of at least one language or culture, but was open only to full- and mixed-blood Cherokee girls. Many students were acculturated Cherokees who welcomed the opportunity to study in an environment where "White ways" were held up as the ideal. More traditional Cherokees found the atmosphere oppressive. The school was in operation during 1851-56 and 1872-1909; approximately 3,000 girls attended, but only 212 graduated. However, these women and their educational experiences greatly influenced the Cherokee Nation and the lives of their descendants. Chapters cover: (1) Cherokee educational history prior to forced relocation to Oklahoma in 1838-39; (2) establishment of the male and female seminaries; (3) the early years (institutional mission and focus on acculturation as "improvement"); (4) teachers, curriculum, and administration, 1876-1909 (including the pivotal leadership role of Anne Wilson, principal 1875-1900); (5) life at the seminary (student experiences, extracurricular activities, celebrations, contact with boys, negative impacts on traditional full-bloods); (6) student health and health care; and (7) graduates and former students. An epilogue poses questions for further research. Appendices provide information on former students. Includes notes, an extensive bibliography, an index, and photographs. (SV)

ED 407 206 RC 021 049

Carter, Carolyn S.
The Stuff That Dreams Are Made of: Culture, Ethnicity, Class, Place, and Adolescent Appalachian Girls' Sense of Self.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Aspiration; Cultural Context; *Early Adolescents; Educational Attitudes; Family Relationship; *Females; Intermediate Grades; Junior High Schools; Racial Differences; *Rural Urban Differences; *Science Programs; *Self Concept; Social Class; Social Support Groups; Student Attitudes; Subcultures
IDENTIFIERS- *Appalachian People; Sense of Place; Social Constructivism; West Virginia

Based on an ongoing study of rural and urban Appalachian adolescent girls, this paper examines ways in which culture, class, ethnicity, and place influence girls' developing sense of self and beliefs about their lives, schooling, and futures. The 65 girls in the study are participants in "Rural and Urban Images: Voices of Girls in Science, Mathematics, and Technology (SMT)," a 3-year program grounded in a social constructivist view of both knowledge and identity, which seeks to support the development of girls in grades 6-8 with regard to SMT learning, beliefs, and career aspirations. The girls attend schools in McDowell County, West Virginia--an isolated, economically depressed region--and in Charleston, West Virginia. By far the greatest differences among the girls are directly attributable to rural or urban place. Social class also shapes roles and expectations for adolescents in both rural and urban communities. Ethnicity is a less powerful influence but figures strongly in the self-image of some urban African American girls. While many urban and middle-class rural girls can talk about themselves and their futures, lower-class rural girls

related directories, see SE 055 750-758.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; *Resource Materials; Science Curriculum; *Science Education; *Science Programs; State Programs
IDENTIFIERS- Arkansas; Dwight D Eisenhower Math and Science Educ Program; Louisiana; New Mexico; Oklahoma; Texas; United States (Southwest)

This document is a comprehensive directory of Federal offices, programs, and facilities for K-12 education in mathematics and science for the Southwest Region. The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Each agency also lists its administrative offices for mathematics and science education to give readers a source for additional information on its organization and operation. Section Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes with program name, a brief program description, and contact information. Section Three: Regional Highlights lists, within state groupings, agency resources that are available in the Southwest Region, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

ED 407 221 SE 058 541

La Misteriosa Atmosfera de la Tierra. Atlas: Guia de Instruccion con Actividades. (The Mysterious Atmosphere of the Earth. Atlas: Teaching Guide with Activities).
PUB DATE- 93
NOTE- 28p.; For a related guide in English, see ED 361 167.
LANGUAGE- Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Strategies; Elementary Education; Foreign Language Books; *Futures (of Society); Science Activities; Science Instruction; Simulation; *Solar System; *Space Exploration; *Space Sciences; Spanish
IDENTIFIERS- National Aeronautics and Space Administration

This guide provides students with experiences similar to those found in a space laboratory such as the space shuttle. The activities are geared towards recycling, developing the

Design and Conduct of Learning Activity" (Gary Flewelling and Mhairi Maeers); (4) "Expanding the Conversation: Trying To Talk about What Our Theories Don't Talk about" (Brent Davis and Ralph T. Mason); (5) "Factors Affecting the Transition from High School To University" (John Poland, Pat Rogers, and Walter Whiteley); (6) "Geometric Proofs and Knowledge without Axioms" (David Henderson and David Pimm); (7) "Building Community: Exploring the Potential in a Local Mathematics Context" (Douglas R. Franks); (8) "Criticalmathematics: Observations on Its Origins and Pedagogical Purposes" (Arthur B. Powell); (9) "Women and Change: Examining the Voices of Reluctant Mathematics Learners" (Dorothy Buerk); (10) "Reshuffling the Baggage" (John Grant McLoughin); (11) "Enacting a Chaos Theory Curriculum through Computer Interactions" (Judy M. Iseke-Barns); (12) "Writing To Learn High School Mathematics and Conceptual Growth" (Gordon Doctorow); (13) "Using Analogies To Overcome Probability Misconceptions" (Gerald R. Fast); (14) "The Efficacy of an Elementary Mathematics Methods Course in Changing Preservice Elementary Teachers' Mathematics Anxiety" (Grace Lynch); (15) "Listening To Reason: An Inquiry in Mathematics Teaching-A Report of My Doctoral Research" (Brent Davis); (16) "Computer Explorations: Math Courses at Simon Fraser University" (Tasoula Berggren); (17) "A Linguistic View of Mathematical Word Problems" (Susan Gerofsky); and (18) "Rigor in Calculus and Teaching of Calculus" (Marina Padamadan). Appendices include working groups at each annual meeting, plenary lectures, previous proceedings, and a list of participants. (JRH)

ED 407 242   SE 060 090

Quigley, Martyn, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the 1994 Annual Meeting (Regina, Saskatchewan, Canada, June 3-7, 1994).
PUB DATE- Aug 94
NOTE- 179p.; For the 1995 and 1993 proceedings, see SE 060 089 and SE 060 091.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; Constructivism (Learning); Cultural Context; *Educational Change; Educational Strategies; *Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Mathematics Curriculum; *Mathematics Instruction; Models; Sex Differences; Teacher Education; Teaching Methods
IDENTIFIERS- Canada

These proceedings contain papers from the 1994 annual meeting of the Canadian Mathematics Education Study Group. Papers are divided into the following sections: (1) invited lectures; (2) working groups; (3) topic groups; (4) ad hoc groups; and (5) reports on ICMI (International Committee on Mathematical Instruction) studies. Papers include: (1) "Understanding = Doing Seeing" (Anna Sfard); (2) "A Collegiate Mathematical Experience for Non-Science Majors" (Keith Devlin); (3) "Theories and Theorizing in Mathematics Education" (Thomas Kieren and Olive Chapman); (4) "Popularizing Mathematics" (Bernard Hodgson and Eric Muller); (5) "Preservice Teachers as Purposeful Learners: Issues of Enculturation" (George Gadanidis and Anita Losasso); (6) "Les didacticiens et les didacticiennes des mathematiques au Canada: Un portrait de famille" (Roberta Mura); (7) "A Look at Current Software Designed To Provide biology versus what could be coded as display. Methodology involved videotaping and observing 11th grade students working in groups. The tapes were transcribed and coded for both verbal and nonverbal interactions. Discussion includes identifying features of discourse that may be better described as archetypal tasks framed in school culture rather than as inquiry. It is concluded that a different approach to lab work is needed in which it should be made explicit not just how to do the tasks but also why and for what purpose the tasks should be done. Contains 18 references, 3 tables, and 5 figures of data. (Author/PVD)

ED 407 263 SE 060 200

Hoffman, Joseph L.; And Others
On-Line Learning Materials for the Science Classroom: Design Methodology and Implementation.
PUB DATE- 26 Mar 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; Discovery Learning; Educational Technology; *Inquiry; Intermediate Grades; *Internet; Science Activities; Science Education; *Science Materials; Secondary Education; *World Wide Web
IDENTIFIERS- University of Michigan Ann Arbor

The recent introduction of the Internet into classrooms provides an opportunity for learners to access a wide range of digital resources on the World Wide Web. The development of on-line learning materials can support inquiry-based activities for students as they pursue questions of interest, plan searches, and analyze their findings. This paper traces the design evolution of these materials as part of the University of Michigan Digital Library project for implementation in middle and high school science classrooms. The reasons for the inclusion and modification of various design features are explained, and questions are raised that remain as the design process continues. As a result of this research, a number of challenges in designing on-line learning materials for accessing digital resources on the World Wide Web are described. Recurring themes in the design evolution include the following: 1) movement from text-heavy pages to short, graphical, more interactive pages; 2) movement away from providing on-line context to providing directional and navigational aids depending on the classroom instruction to the context; and 3) use of consistent design elements may provide a consistent on-line environment for learners which may help reduce cognitive load. Contains 27 references. (Author/PVD)

ED 407 264 SE 060 202

McWilliams, Harold; Rooney, Paul
Mapping Our City: Learning To Use Spatial Data in the Middle School Science Classroom.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English

as well as references used in preparing the text. Section 7, "Glossary," defines archaeological terms. Section 8, "Activities," includes instructions for activities that can be used in the classroom and answers to questions on illustrations for sections 1 and 2. (EH)

ED 407 286 SO 026 518

Gerberg, Mort
Cartooning: The Art and the Business. Revised Edition.
PUB DATE- 89
NOTE- 272p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Art Education; *Cartoons; Characterization; Computers; Higher Education; *Marketing; Nonprint Media; *Visual Arts

Written by a professional cartoonist, this book is intended to be a guide for students interested in marketing and who have an appreciation of cartoons. Covering major aspects of cartooning, the book includes examples and practical advice from well-known professionals on the following: (1) generating ideas; (2) selecting drawing tools; (3) writing gags; (4) drawing facial expressions; (5) creating effective compositions; (6) developing characters; (7) devising marketing plans; and (8) how computers are changing techniques and the process of some cartooning. Detailed lists of markets and guides for selling cartoons to magazines, newspaper syndicates, book publishers, comic books, television stations, advertising agencies, and greeting card companies are included. (DQE)

ED 407 287 SO 026 662

Latino Art & Culture: From the Series "America Past and Present." Multimedia Resource Kit.
PUB DATE- 96
NOTE- 0p.; Media materials not available from EDRS.
LANGUAGE- English; Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Non-print Media (100)
DESCRIPTORS- *Art; *Art Education; Art History; *Artists; Cultural Images; *Cultural Influences; Cultural Interrelationships; Elementary Secondary Education; *Hispanic American Culture; Hispanic Americans; Personal Narratives; *Social Influences; Visual Arts
IDENTIFIERS- Activist Art; Latinos

This resource kit contains a 26-minute video, close-captioned and subtitled in Spanish, a 68-page bilingual study guide, 10 color reproductions of paintings, and 14 slides. The video program, "Latino Voices: Artists and Community," features the work of seven contemporary Latino artists living in the United States. Through personal narrative, these artists touch on a range of experiences. The artists talk about the nature of family nurturing and intergenerational relationships; the importance of spontaneity and creativity; the reliance on narrative storytelling and listening skills; the influence of cultural identity, political realities, and human nature; and the

Forgasz, Helen J.; And Others
Mathematics and Language Studies: A Cross-National Comparison.
PUB DATE- 96
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Cultural Differences; Foreign Countries; Grade 9; *Language Arts; *Mathematics Instruction; Secondary Education; *Student Attitudes; Student Interests; Student Surveys
IDENTIFIERS- Australia; Sweden; United States

This study examined whether U.S., Australian, and Swedish grade 9 male and female students' beliefs about themselves as learners of mathematics and English/Swedish differed. The cohort of grade 9 students from one coeducational school in each country participated in the study. Questionnaires were distributed in the three countries and contained Likert-type items, rating scales about students' beliefs, and open-ended questions. Summary of data suggest: (1) gender differences were more apparent for language arts than for mathematics; (2) females tended to enjoy both mathematics and language arts more than males; (3) males were more likely than females to hold an opinion on whether women or men were better at either mathematics or language arts; and (4) surprisingly strong perceptions existed across the three countries that language arts was a female domain. The research presents the challenge to educators to address the perception of language arts as a female domain and recommends further investigation of the finding. Contains 17 references. (EH)

ED 407 309 SO 026 912

Paulston, Rolland G.
Mapping Visual Culture in Comparative Education Discourse.
PUB DATE- 96
NOTE- 49p.; Paper presented at the World Congress of Comparative Education (9th, Sydney, New South Wales, Australia, July 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartography; Comparative Analysis; *Comparative Education; *Cross Cultural Studies; Environmental Influences; Hermeneutics; Maps; *Visual Environment
IDENTIFIERS- 1960s

This study selected 28 illustrative examples of the visual culture in comparative education used since the 1960s. Journals examined are the "Comparative Education Review"; "Comparative Education"; "Compare"; and others. From visual analysis of these sources, four scopic regimes or visual subcultures are identified. The paper is organized in three parts. Part 1 illustrates how the three scopic regimes of modernity (the technical rationalist, the critical rationalist, and the hermeneutical constructivist) each has its own favored rhetoric and forms of representation, as well as utilities and limitations. Part 2 presents a personal narrative of how the social cartography project has sought to elaborate and implement a new social mapping rationale and methodology. Part 3 notes possible implications of this study and the new social cartography project for current theoretical debates,

Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; *Curriculum Development; Desktop Publishing; Educational Innovation; Information Literacy; *Information Skills; Information Technology; Intermediate Grades; Internet; Junior High Schools; Learning Resources Centers; *Lesson Plans; Media Specialists; Multimedia Materials; Online Searching; Research Skills; School Libraries; Staff Development; Student Projects; Teacher Role; Technological Advancement; Telecommunications; Users (Information)
IDENTIFIERS- Age Appropriateness; *Electronic Media; *Technology Integration

This notebook is a compilation of 53 lesson plans for grades 6-12, written by various authors and focusing on the integration of technology into the curriculum. Lesson plans include topics such as online catalog searching, electronic encyclopedias, CD-ROM databases, exploring the Internet, creating a computer slide show, desktop publishing, and many others. Appropriate grade level is indicated for each lesson plan. Reproducible activity forms follow many lesson plans. The introduction supplies an outline of information literacy and technology skills suggested for grade 6-12 students. The rest of the notebook is divided into nine sections: (1) "Orientation and General Skills" (the changing role of the school library media teacher, the human side of technology, and electronic search basics); (2) "Using Electronic Reference Tools in Research" (including search strategies); (3) "Telecommunications, Online Services, Internet"; (4) "Using Multimedia Resources"; (5) "Integration of Technology into the Curriculum"; (6) "Desktop Publishing" (of student research); (7) "Training and Staff Development"; (8) a bibliography of suggested books and articles; and (9) a glossary of terms. An electronic skills/curriculum cross-referencing schematic is included to help locate lesson plans quickly. (Contains 48 references.) (Author/SWC)

ED 406 995 IR 056 370

Skeele, Linda, Ed.
Teaching Information Literacy Using Electronic Resources for Grades K-6. Professional Growth Series.
PUB DATE- 96
NOTE- 192p.; For technology integration lesson plans for grades 6-12, see IR 056 369.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Computer Uses in Education; *Curriculum Development; Desktop Publishing; Educational Innovation; Elementary Education; Information Literacy; *Information Skills; Information Technology; Internet; Learning Resources Centers; Lesson Plans; Media Specialists; Multimedia Materials; Online Searching; Research Skills; School Libraries; Staff Development; Student Projects; Teacher Role; Technological Advancement; Telecommunications; Users (Information)
IDENTIFIERS- Age Appropriateness; *Electronic Media; *Technology Integration

This notebook is a compilation of 51 lesson plans for grades K-6 written by various authors and focusing on the integration of technology into the curriculum. Lesson plans include topics other colleges, the current literature on faculty evaluation, and the history of faculty evaluation at FVCC. In response to findings that portfolios are very useful for faculty evaluation when there is a concentration on teaching, the Committee developed a portfolio that includes the following components: an evaluation plan, prepared by faculty and submitted immediately prior to their evaluation year; instructional and professional-related evaluations; a self-evaluation; a professional development plan; and a division chair/supervisor's evaluation. A revised pre-tenure evaluation process was also developed requiring more classroom observations. Using a three-year faculty evaluation cycle, one third of the faculty was designated to participate in the pilot year of the new evaluation process. Although there was some initial resistance to change and confusion over the sheer volume of forms, the pilot test indicated that the new system was successful in involving faculty and meeting accreditation standards, while the collaborative development of the process increased trust between faculty and administrators. (TGI)

ED 407 012   JC 970 196

Conrad, Brenda; Nordstrom, Pam
From On-Site to Distance Education: A High Wire Act in Innovation and Leadership.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Community Colleges; *Distance Education; Educational Innovation; *Educational Technology; Foreign Countries; *Leadership Responsibility; Program Development; Teaching Methods; Two Year Colleges
IDENTIFIERS- Mount Royal College AB

In response to demands to incorporate distance delivery and technology into education to increase access and decrease costs, Mount Royal College in Alberta, Canada, has developed a multi-modal model of distance delivery to enhance learning. The model includes eight modes of distance instruction, each with its benefits and challenges to implementation. Paper-based distance education material is flexible, inexpensive to produce, and user friendly, but dependence on surface mail for distribution can be expensive and complex. Audio and videotapes are also produced and purchased by the college, while these methods also face problems related to delayed booking by students, slow surface mail, and late returns. Audio-teleconferencing represents a highly effective method of increasing interaction among learners and instructors, but may involve high long distance charges for telephone lines, while video-conferencing also increases interaction but may also be limited by high costs. Telephone teaching involves student-teacher interaction on a one-to-one personal level, with specific instructor hours devoted to telephone contact. Digital technology eliminates surface mail and increases accessibility for some students but also requires experts and student access to the technology. In implementing these innovative programs, college leaders have had to manage daily operations, as well as culturally diverse college in Ontario, with over 70 languages spoken by students. It also offers the largest business and among the largest applied science programs in Canada. In November 1995, in response to severe reductions in funding, the college undertook a comprehensive planning process designed to give voice to all constituencies in responding to the cuts while maintaining academic quality, financial viability, and employment stability. The process involved the following steps: (1) the development by the Board of criteria and academic, fiscal, and general guidelines for the creation of an action plan; (2) the development of a draft plan, synopsizing research on the fiscal climate, providing appropriate operating principles, revising institutional objectives as needed, and providing specific recommendations for achieving goals and objectives; (3) the collection of feedback from the college community, including full- and part-time student governments, staff councils, alumni, and the college's executive committee; and (4) the finalization of recommendations by the college President. Specific recommendations of the final plan, adopted at a public Board meeting, included 54 recommendations related to restructuring the college to eliminate two vice presidential positions, program terminations, and the elimination of 141 staff positions. (BCY)

ED 407 029 JC 970 213

Seagren, Al; Watwood, Britt
The Virtual Classroom: What Works?
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Cooperative Learning; *Distance Education; Higher Education; *Instructional Innovation; Teacher Role; Teaching Methods
IDENTIFIERS- *Virtual Classrooms

As technological changes in the delivery of instruction overtake colleges, thought needs to be given to maintaining the fundamental principles of adult education, especially regarding the role of the learner in the educational process. The trend toward electronically distributed education will make college a network of resources, rather than a place, while the widespread use of new technologies can be expected to improve the quality of instruction and alter the roles and responsibilities of faculty. As part of a doctorate in Educational Leadership and Higher Education, the University of Nebraska-Lincoln offers doctoral courses via distributed education, which as opposed to distance education is designed to improve the teaching-learning process rather than enhance existing systems. Using computer groupware and a programmed set of questions for discussion, students engage in virtual interaction and collaboration, while the teacher's role is to lead the group through a search for shared meaning. Major features of this form of distributed education include: (1) learning is based on dialogue in virtual interactive groups; (2) participants can access the group at their own convenience; (3) responses, comments, and arguments are written without the pressure of instant response; (4) collaboration is greatly improved over classroom-based

ED 407 046 JC 970 276

Essex, Glenn L.; Ansbach, Charles
Fund Raising in a Changing Economy: Notes for Presidents and Trustees.
PUB DATE- Jun 93
NOTE- 4p.; For the remaining issues of Volume III, see JC 970 275-277.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; *College Presidents; Community Colleges; *Fund Raising; Philanthropic Foundations; *Private Financial Support; School Business Relationship; School Community Relationship; *Trustees; Two Year Colleges

Due to the increase in the number of institutions asking for donations from businesses and individuals, community colleges seeking to raise funds must be responsive to the needs of their local business communities. In conducting major fundraising campaigns, its is important that potential donors believe that the need is crucial and have the capability to give, that a group of capable volunteers exist who can solicit contributions; and that colleges have a clear campaign. Seven steps for successful fundraising include: enlist the support of top community leaders; conduct extensive research on financial capabilities in the community; cultivate the interest and involvement of top leaders and potential donors; develop a plan; develop fundraising appeals; develop a positive image among potential donors; and ensure input by college faculty, staff, and students. Although college presidents and trustees can hire development directors to generate major funding, they also have important roles to play in providing a guiding vision for the college and department; identifying and explaining private funding needs; setting realistic goals for fundraising; providing the budget and other resources needed to reach goals; setting a positive, visible image in the community by being active; cultivating strong, positive, personal relationships with top donors and prospects; taking an active role in requesting major gifts; and personally providing recognition to major donors. (HAA)

ED 407 047 JC 970 277

Snyder, Thomas
Maximizing Your Grant Development: A Guide for CEOs.
PUB DATE- Sep 93
NOTE- 4p.; For the first two issues of Volume III, see JC 970 275-276.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; College Planning; Community Colleges; *Financial Support; *Fund Raising; *Grants; *Grantsmanship; Organizational Development; Program Improvement; Two Year Colleges
IDENTIFIERS- *Chief Executive Officers

Since most private and public sources of external funding generally expect increased effort and accountability, Chief Executive Officers (CEOs) at two-year colleges must inform

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Children; Community Planning; Elementary Education; Family Day Care; Rural Environment; *Rural Family; *School Age Day Care
IDENTIFIERS- *Child Care Needs

During 1994 and 1995, the Commissions on Children and Families in six rural Oregon counties joined with local elementary schools and the Oregon State University Extension Service to conduct surveys to determine the school-age child care needs of local families. Data were collected and analyzed, and individual reports were prepared by county. The present study used the aggregated data to gain a broader sense of how families in rural counties define their school-age child-care needs. Results identified the after-school arrangements used most often, problems encountered with child care; self-care topics that parents felt children needed more information on, and when parents felt care was needed. In addition, the survey data identified four major school-age child care issues: (1) the need for care; (2) the impact child care problems have on parents' job performance; (3) the need for affordable care, particularly for single-parent families and families with more than one child; and (4) quality of care. Older school-age youth and family day care providers were identified as two major sources of care but both groups need adequate training and support to ensure safe, quality care. The survey results also indicated that families' needs for school-age care vary, and thus, no single approach will meet the family's requirements and preferences. Based on the results, it was concluded that the needs for care are as relevant for families in rural communities as they are for families in heavily populated areas. (WJC)

ED 407 065 PS 025 067

Rodd, Jillian
Understanding Young Children's Behavior: A Guide for Early Childhood Professionals.
PUB DATE- 96
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Change; Behavior Problems; *Child Development; Communication Skills; *Day Care; Day Care Centers; Developmental Stages; *Discipline; Family Day Care; Infants; Moral Development; Nursery Schools; Preschool Children; Preschool Education; Punishment; Self Control; Self Esteem; Toddlers
IDENTIFIERS- *Behavior Management

This book seeks to enable professionals who work in group settings with children ages birth to 5 years to develop a flexible and individualized approach to behavior management that is grounded in a full appreciation of a child's developmental stages and limited moral understanding. Young children's behavior is frequently a source of frustration and stress for parents and early childhood professionals. Because children today are growing up in a rapidly changing society with a pluralistic value system, traditional ways of managing behaviors may be unsuitable. Yet, early childhood professionals

Celebrating the History of Family Child Care: The Legacy of Those Who Have Gone Before.
PUB DATE- 97
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Early Childhood Education; *Family Day Care; *History; National Organizations; Nonprofit Organizations; Program Descriptions; State Regulation
IDENTIFIERS- Childrens Foundation DC; Save the Children Fund

There are times when interest runs high and many people are drawn to learning about the origin of their profession. The twentieth anniversary of the Save the Children Family Child Care Conference was such an occasion. This report is the result of a collaborative partnership between the Children's Foundation of Washington, D.C. and Save the Children Child Care Support Center of Atlanta, Georgia. Research into the history of family child care was conducted with the following in mind: the origin of things, the growth of the profession, appreciation for the mentors and pioneers, and creating a future by looking at the past. The report is divided into three parts. Part 1, "National Organizations which Have Contributed to the Growth and Development of Family Child Care," provides descriptions and mission statements of 31 national groups which have contributed information in their own words about their role in the history of family child care. Part 2, "Benchmarks in the History of Family Child Care: A Working Chronology," details significant happenings in the history of family child care in order of date, including noteworthy dates from the earliest years, more recent times (1940-1965), and modern times (1966-present). Part 3, "Chronological History of State/Territory Regulation of Family Child Care," presents the history of the regulation of family child care in date order. (WJC)

ED 407 083 PS 025 190

Blank, Helen
The Welfare Reform Debate: Implications for Child Care.
PUB DATE- Mar 96
NOTE- 45p.; For related document, see ED 405 950.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Day Care; Early Childhood Education; Family Day Care; *Financial Support; Low Income Groups; National Organizations; *State Action; State Aid; State Regulation; *Welfare Services
IDENTIFIERS- *Child Care Legislation; Child Care Needs; *Welfare Reform

Shifts in child care policies are on the horizon. Congress has passed landmark changes in federal welfare programs that will have a major impact on the demand for child care and require states to re-examine many of their current child care policies. This paper by the Children's Defense Fund is intended to help child care advocates understand the many difficult issues that may be raised if states propose to revamp current child care systems as a result of federal welfare reform. The document contains the following sections: (1) Key Choices Your State May Have to Face; (2) Are There Strategies to Avoid Harmful Changes addresses promoting pleasant meals including the physical environment, social environment, serving style, and children's food decisions. Chapter six focuses on helping children and families learn about food. Nutrition education for staff, children, and families is addressed. A substantial three-part appendix follows: the first section includes information on community resources and resource lists; the second section is directed at child care centers and contains information on menus, staffing, equipment, records, and kitchen access; the final section consists of materials for parents including helping children like new foods, food safety, and kitchen safety. (SD)

ED 407 102 PS 025 297

Children: Oklahoma's Investment in Tomorrow '95.
PUB DATE- 95
NOTE- 139p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Budgets; Child Advocacy; *Child Health; Child Welfare; Childhood Needs; *Children; Cost Estimates; *Expenditures; Family Needs; Family Programs; *Program Budgeting; *Resource Allocation; State Government; *State Programs
IDENTIFIERS- *Oklahoma

This annual children's programs budget report provides a baseline of expenditures for state programs serving Oklahoma children and their families. The current report covers expenditures for fiscal years 1993-1995, current budgets for fiscal year 1996, and budget requests for fiscal year 1997. The introductory section briefly describes a history of the children's budget, assumptions, and the issues used to divide programs. The next section categorizes individual programs as related to the following eleven issues: (1) positive family life; (2) responsible parenthood; (3) positive youth development; (4) child care in Oklahoma; (5) healthy lifestyles; (6) promoting positive mental health; (7) schools and communities together for kids; (8) basic needs within communities; (9) public and private leadership for children; (10) Oklahoma Awareness; and (11) prevention. The third section presents a 3-year budget history, current budget for fiscal year 1996, and budget requests for fiscal year 1997 from each agency. The fourth section lists program descriptions and contact people, along with addresses and phone numbers. The appendices include a bibliography and a copy of the form used to collect information for the report. Contains 24 references. (SD)

ED 407 103 PS 025 299

Lee, Guang-Lea
Today and Yesterday in Early Childhood Education in Korea.
PUB DATE- 1 Apr 97
NOTE- 16p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (Myrtle Beach, SC, March 6-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Corporate Support; Curriculum Design; Day Care;

at all in major roles on ABC and NBC, and were represented on CBS and Fox 16 percent and 5 percent of the time, respectively. (AS)

ED 407 120 PS 025 338

Kerr, Margaret; Warren, Teneke M.
By Any Other Name: Differences among Shyness, Inhibition, and Social Withdrawal in the Literature.
PUB DATE- Apr 97
NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; *Definitions; *Inhibition; Psychological Characteristics; Psychological Patterns; Research Problems; *Shyness; *Withdrawal (Psychology)
IDENTIFIERS- Child Development (Journal); Development and Psychopathology (Journal); Developmental Psychology (Journal); Internalization; *Psychological Constructs

This study examined empirical research on shyness, inhibition, and social withdrawal published in "Child Development," "Developmental Psychology," and "Development and Psychopathology" between 1990 and 1996, focusing on: (1) conceptual definitions; (2) operational definitions; (3) agreement between conceptual and operational definitions within studies; and (4) agreement across studies. The sample was comprised of 32 articles whose titles included shy(ness), inhibit(ion), or withdraw(al); they were located through a CD-ROM PsycLIT search. Conceptual definitions and individual components of the operational definitions were categorized. Results indicated that withdrawal was not well-defined operationally or conceptually; only four studies (33 percent) included conceptual definitions and there was little inter-study agreement. Forty-two percent of the operational definitions included items not fitting the conceptual definition. Inhibition was more consistently defined conceptually and operationally. Seventy-five percent of the inhibition studies specified conceptual definitions, and there was considerable inter-study agreement. Fifty-six percent included a temperamental component. No study included measures inconsistent with the conceptual definition. Only two studies used the term shyness and neither specified a conceptual definition. Overall, withdrawal was a nebulous construct and often seemed to serve as a "catch-all" category for various types of internalizing problems. The inhibition construct was relatively clear and distinct. The lack of clarity regarding withdrawal implies that its literature should not be taken at face value. (The 33 studies reviewed are listed. An appendix outlines the operational definition components. Two figures graphically display findings. Contains nine references.) (KDFB)

ED 407 121 PS 025 340

West Virginia Kids Count Data Book: 1996 County Profiles of Child Well-Being.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.

DESCRIPTORS- *Communication Skills; *Interpersonal Communication; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; Parents; Preschool Education; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Communication Strategies; Communication Styles; Communications Behavior; *Project Head Start

This training guide is intended to assist Head Start staff in meeting their communication goals and enhancing their relationships with parents. Each of the guide's modules details module outcomes, key concepts, and background information. Module 1 addresses communication in the Head Start community and is designed to help participants focus on keys to effective communication such as using a positive approach, making sure to speak and write in a way that is clear and understandable, and appealing to the needs and interests of the listener. Module 2 addresses speaking and listening effectively, and builds on the first module by emphasizing another key to effective communication: respect. Module 3 addresses using plain-language writing and teaches participants to review the factors that can make a piece of writing difficult for a reader, and critique written materials for readability. Module 4 addresses planning the communication process, by enabling participants to take a look at their program's communication efforts and to reflect upon effective staff-parent communication, one-on-one communication, and what can be done to strengthen communication. Contains eight resources. (SD)

ED 407 139 PS 025 372

Partners in Decision Making. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 106p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Decision Making; *Decision Making Skills; Family School Relationship; *Parent Participation; *Parent Teacher Cooperation; *Parents; *Participative Decision Making; Partnerships in Education; Preschool Education; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This training guide is intended to help Head Start staff and parents build the skills they need to work together on decision-making teams and to help develop ground rules by which the decision-making partnership will operate. The guide develops skills in analyzing the extent to which parents are currently encouraged to participate in the key program and policy decisions which affect their families. Each of the guide's training modules details module outcomes, key concepts, background information, activities, and ideas to extend practice. Module 1 addresses building partnerships and prepares parents and staff for serving on a decision-making team by helping participants become comfortable in the group and understand the particular value that each brings to the decision-making process. Module 2 addresses working toward solutions by familiarizing participants with the steps in decision making, from defining the task to evaluation

Results suggested that older children were more likely to give valid responses to the questions. For each pair of questions (long/short time in past; long/short time in future), valid responses were compared to determine if events cited differed appropriately in their distance from the present. There was a strong tendency for 3-year-olds to give examples to pairs of recall and prediction questions that came from the same "place" on the temporal ruler, with this tendency diminishing markedly after 3 years of age. Older children showed signs of more finely divided temporal rulers and greater mastery of markedness. The use of conventional ways of time measurement and of naming temporal locations and intervals was unusual, but usage increased with age. Precise location of events using conventional terminology was more frequent for recent versus distant events. There was increased differentiation of the past and the future with increasing age. (KDFB)

ED 407 156 PS 025 398

Johnstone, Thomas R.; Hiatt, Diana Buell
Development of a School-Based Parent Center for Low Income New Immigrants.
PUB DATE- 28 Mar 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Case Studies; *Elementary Education; *Family School Relationship; Fathers; Hispanic Americans; *Immigrants; Low Income Groups; *Parent Participation; Parent Role
IDENTIFIERS- Hispanic American Students; Latinos

This case study of a school-based parent center in a low-income Latino community, based on action research, investigated ways in which low-income parents became involved with their child's school, and identified barriers and supports to the implementation of various parent involvement activities. Data were collected through participant observation, document analysis, parent surveys, and parent and staff interviews. Findings indicated that parent surveys provided an important needs assessment tool that was useful in developing programs. The school's "open-door" policy was identified by staff as the strongest school practice linking the school and families. Both parents and staff identified the principal as the key to establishing parent involvement as a school priority. There was a high level of enthusiasm, support, and energy generated for parent participation during the first year, but father participation in parent center programs was very limited. Collaboration with community agencies provided a high quality parent center, and a great deal of effort was expended in developing collaborative partnerships. A wide range of parent services and programs were offered; parents perceived this diversity as important. English as a Second Language classes were parents' number one priority and were consistently well attended. Over the 4 years of the study, program priorities shifted from families' basic needs toward increased involvement in learning activities at home, decision-making, governance, and advocacy. (Appendices include sample excerpts from the principal log and the parent survey. Contains 67 references.) (KDFB)

ED 407 157 PS 025 399

instruction and curriculum decisions; (5) to serve as a basis for reporting to parents; and (6) to assist a child with assessing his or her own progress. One should keep in mind that (1) plans, strategies, and assessment instruments are differentially suited for each of the potential purposes of assessment; (2) an overall assessment should include the four categories of educational goals: knowledge, skills, dispositions, and feelings; and (3) assessments made during children's informal work and play are most likely to minimize the potential errors of various assessment strategies. All methods of assessment make errors, and awareness of the potential errors of each method can help minimize errors in interpretation. As they plan assessments of young children's learning, parents and educators may want to: (1) recognize the limitations of report cards and grades; (2) assess aspects of children's functioning that have real meaning; (3) encourage children to assess their own work; (4) encourage children to assess their own progress; and (5) involve children in evaluating the class community. While educators cannot be accountable for all children being above average or for all children being first, they are accountable for applying all teaching strategies and efforts known to be effective and appropriate for the learning situation at hand. Assessment procedures should therefore indicate which of the strategies and resources available and judged appropriate have been employed to help each individual child. (LPP)

ED 407 173 PS 025 436

Good, Linda
Parent Education in a Rural State.
PUB DATE- Mar 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Family Programs; *Parent Education; Parenting Skills; *Parents; *Rural Areas
IDENTIFIERS- Program Characteristics

In order to develop baseline information from which strengths and weaknesses of present parent education services could be identified, this study examined parent education in a sparsely populated rural state. The participants, 358 professionals in education and social service, were asked to respond to a mail survey within 2 weeks. No follow-up mailings or phone calls were made. A total of 303 surveys were returned for an 85 percent return rate. Results indicated that 49 percent of the respondents offered parent education services. Most parent educators were college educated or had training in parent education through college coursework or through specific parent education training workshops. Individuals providing parent education included psychologists, social workers, teachers, physicians, nurses, and family life specialists. Most parent educators were parents themselves. Most responding agencies used commercial parent education kits, with Active Parenting and Systematic Training for Effective Parenting (STEP) being the most common. Topics included parenting children of various ages, child development information, fetal alcohol syndrome, parents' rights, and discipline. The topics covered were related to the type of agency providing parent education. Consumers of parent education included mothers, fathers, single parents, guardians, stepparents, foster parents, grandparents, caring person provides support for healthy development and learning, and a caring relationship with a teacher gives youth the motivation for wanting to succeed. Second, research has indicated that schools that establish high expectations for all youth and give them the support necessary to achieve those expectations have high rates of academic success and lower rates of problem behaviors than other schools. Third, practices that provide youth with opportunities for meaningful involvement and responsibility in the school foster all the traits of resilience. These practices include asking questions that encourage critical thinking, making learning hands-on, and using participatory evaluation strategies. Contains 12 references. (BC)

ED 407 190 PS 025 525

Swick, Kevin J.
JiaoShi-JiaZhang De HeZuo (Teacher-Parent Partnerships). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 351 149.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Early Childhood Education; *Family School Relationship; *Parent Participation; Parent Role; *Parent Teacher Cooperation; *Partnerships in Education; School Community Relationship; Teacher Characteristics; *Teacher Role
IDENTIFIERS- ERIC Digests; *Parent Characteristics

Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (BC)

ED 407 191 PS 025 526

RuHe ZhiDao HaiZi GuanKan DianShi (Guidelines for Family Television Viewing). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 6p.; For English version, see ED 320 662.
LANGUAGE- Chinese

generally cannot. But, these "have-nots" are rich in family and social support; express the strongest ties to family, community, and environment; have a strong sense of family and community norms; and have difficulty thinking of themselves outside this context. The urban girls do not express ties to a particular place but have a much stronger sense of identity and control over their destiny. An appendix describes the "Voices" program. Contains 23 references. (SV)

ED 407 207 RC 021 051

Kusimo, Patricia S.
Sleeping Beauty Redefined: African American Girls in Transition.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Students; Career Exploration; *Early Adolescents; *Educational Attitudes; *Females; Intermediate Grades; Junior High Schools; Middle Schools; Occupational Aspiration; Program Attitudes; Rural Youth; Science Education; *Science Programs; Self Concept; Student Attitudes; *Student Development; Urban Youth
IDENTIFIERS- *African Americans; *Middle School Students; West Virginia

This paper examines the interests, perceptions, and participation of 16 African American girls in a program designed to improve girls' persistence in science, mathematics, and technology (SMT). The girls are among 33 African American and 73 total original participants in "Rural and Urban Images: Voices of Girls in Science, Mathematics, and Technology," a project taking place in one urban county and one remote rural county in West Virginia. This paper focuses on the first year and a half of the 3-year project, which involves the same girls during grades 6-8. Project participants meet for monthly workshops, work with mentors from SMT careers in years 2 and 3, and meet with school sponsors and do community service in year 3. The project also works actively with parents and other advocates to provide information and strategies to encourage the girls in schooling and SMT studies. Retention in the program has been very high in the rural county for both African American and other participants, but has been less than 50 percent in the urban county. In separate sections, eight rural and nine urban African American girls in the project are described with regard to favorite pastimes, church activities, social skills, academic perceptions, heroes and role models, program attitudes, self-concept, career aspirations, and social interactions. This paper does not draw comparisons between the rural and urban girls nor focus on the factors placing many girls at risk, but rather, presents evidence that the girls are adopting new selves. An appendix describes the program. Contains 16 references (SV)

ED 407 208 RC 021 054

McBeth, Sally J.
Ethnic Identity and the Boarding School Experience of West-Central Oklahoma American Indians.
PUB DATE- 83
NOTE- 184p.
LANGUAGE- English

perspective of a conservationist, taking action on a personal level that contributes to a healthy atmosphere, and preparing informed citizens that are capable of making thoughtful decisions about environmental issues. Background material is provided about exploration of the sun, the earth's atmosphere, and the interaction between the two systems. A chronology of the ATLAS mission is included with a rationale provided for the pursuit of space exploration. (DDR)

ED 407 222 SE 059 812

Allen, Nancy J.
Indigenous Models for Science-and-Culture Curriculum Development.
PUB DATE- Mar 97
NOTE- 37p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Oak Brook, IL, March 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Culture; American Indian Education; American Indians; *Cultural Context; *Curriculum Development; Educational Strategies; Elementary Secondary Education; Models; *Science Curriculum; *Technology; Thematic Approach

This study examines indigenous models for the integration of science and culture into curriculum and instruction and was conducted in 13 Native American Indian schools over an 18-month period. In the summer of 1996, the Four Directions Challenge in Technology Project brought together teams of teachers, administrators, community members, and students from the schools for a two-week institute in culture, technology, and curriculum development. The teams produced thematic curricula and multimedia projects that incorporated science and culture. Classroom discussions, electronic journals, informal interviews, and curriculum products were used to determine group priorities and concerns, models for cultural integration, and effective ways to support local curriculum reform. Results indicate that although teams often shared areas of concern--and thus targeted similar science content--the models used for curriculum development differed according to community values concerning culture and instruction. Suggestions include providing communities with continued instruction in curriculum design and encouraging local control of content. Contains 39 references. (Author)

ED 407 223 SE 059 923

National Environmental Education Amendments Act of 1996. Report To Accompany S. 1873 .
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Legislation; Elementary Secondary Education; *Environmental Education; Federal Government; *Federal Legislation; Government School Relationship
IDENTIFIERS- Environmental Protection Agency; *National Environmental Education Act 1990; Proposed Legislation

This report from the Committee on Environment and Public Works describes S.1873, the National Environmental Education Amendments Act of 1996, which amends the National Environmental Education Act of 1990. The report begins with a general

Different Representations of Functions" (Pat Lytle); (8) "Math in the Mall, the SFU (Simon Fraser University) Experience" (Malgorzata Dubiel); (9)"'Booking,' a Non-Traditional Approach to the Teaching of Mathematics in the Transition Years" (Gary Flewelling); (10) "Student-Teachers' Conceptions of Mathematics: What They Are and How They Are Formed" (R. Geoffrey Roulet); (11) "'Can We Follow What We Preach?' Teaching According to Constructivist Principles" (Uri Leron); (12) "Enacting a Chaos Theory Curriculum" (Judy Barnes); (13) "Mathematical Modelling" (Don Kapoor); (14) "Asian, American, and Albertan Mathematics Comparisons" (Sol Sigurdson); (15) "Conference on Gender and Mathematics Education" (Gila Hanna); and (16) "What Is Research in Mathematics Education and What Are Its Results?" (Anna Sierpinska). Appendices contain lists of participants and previous proceedings. (JRH)

ED 407 243 SE 060 091

Quigley, Martyn, Ed.
Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the 1993 Annual Meeting (York, Ontario, Canada, May 28-June1, 1993).
PUB DATE- Apr 94
NOTE- 149p.; For the 1995 and 1994 proceedings, see SE 060 089-090.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Computer Uses in Education; *Educational Strategies; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Knowledge Base for Teaching; Learning Activities; *Mathematics Instruction; Professional Development; Sex Differences; Teacher Education; Teaching Methods
IDENTIFIERS- Canada

These proceedings contain papers presented at the 1993 annual meeting of the Canadian Mathematics Education Study Group. Papers are presented in four sections: (1) invited lectures; (2) working groups; (3) topic groups; and (4) ad hoc groups. Papers include: (1) "What is a Square Root? A Study of Geometrical Representation in Different Mathematical Traditions" (George Gheverghese Joseph); (2) "Forging a Revised Theory of Intellectual Development: Piaget, Vygotsky and Beyond" (Jere Confrey); (3) "Research in Undergraduate Teaching and Learning in Mathematics" (Joel Hillel & Anna Sierpinska); (4) "New Ideas in Assessment" (David Robitaille, Cynthia Nicol, and Heather Kelleher); (5) "Computers in the Classroom: Mathematical and Social Implications" (Geoffrey Roulet and Lars Jansson); (6) "Gender and Mathematics" (Lesley Lee); (7) "Training Pre-Service Teachers for Creating Mathematical Communities in the Classroom" (LaDonna MacRae and Thomas Schroeder); (8) "Connected Knowledge in Prospective Secondary Mathematics Teachers" (Eric Wood); (9) "Narrative Inquiry in Mathematics Teacher Development" (Olive Chapman); (10) "Competences Spatiales Geometriques chez de Jeunes Quebecois du Nord (Inuit) et du Sud" (Richard Pallascio and Richard Allaire); (11) "Projet d'Auto-apprentissage Informatise" (Bernard Vanbrugghe); (12) "Teaching and Learning University Level Mathematics: Perspectives of a Mathematics Educator" (Mary L. Crowley); (13) "Windows and Mirrors: Metaphors for Computer Screens" (David Pimm); and (14) "Pre-Formal, Formal, and Formulaic Proving" (David Reid). Appendices contain lists of participants and previous proceedings. (JRH)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cartography; *Computer Uses in Education; Concept Formation; Educational Technology; *Environmental Education; Geography; Grade 6; Hands on Science; Interdisciplinary Approach; Intermediate Grades; Middle Schools; Problem Solving; Science Activities; Science Instruction; *Spatial Ability; *Student Projects
IDENTIFIERS- Boston Public Schools MA; National Science Foundation

Mapping Our City is a two-year project in which middle school teachers and students in Boston explore the uses of Geographic Information Systems (GIS) in project-based science, environmental education, and geography. The project is funded by the National Science Foundation and is being field tested in three Boston middle school science classrooms. This paper is a progress report on how those middle school students are creating and using spatial data to analyze an urban river. Questions explored relate to the ways that GIS can enhance student learning, which aspects of student learning and classroom practice are most affected by GIS, and the ways students use modified technology in the classroom. One participating school focused upon is an independent, high-achieving school for girls, where weekly classes were held with one group of 15 and one group of 30 sixth graders. Key findings address the use of maps to focus student attention on spatial aspects of the data, using GIS to help students discover relationships among spatial variables and to organize and store their data, making GIS technology easier to use, and having third-party data as a motivational tool. (DDR)

ED 407 265 SE 060 203

Taube, Sylvia R.
Unit Partitioning as a Mechanism for Constructing Basic Fraction Knowledge: Testing a Hypothesis.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; *Fractions; Grade 4; Intermediate Grades; *Mathematical Concepts; Teaching Methods

This study examined the theory asserting that partitioning a unit is basic in developing understanding of the different rational number constructs. A fraction sequence was developed in which early experiences with partitioning units were provided. An alternative fraction sequence was designed to include initial activities with pattern blocks in which fractional parts of a region are covered by blocks instead of drawing lines or splitting sets. Both fraction sequences were taught for 2 weeks in two fourth-grade classes of mostly language minority students from low social-economic status (SES) families. A repeated-measures design was adopted using a 40-item instrument assessing 8 different fraction topics. In addition, three students from each class were individually interviewed. Analysis of covariance did not indicate that the experimental fraction curriculum was superior than the alternative one while results from the videotaped interviews indicated that students' fraction knowledge was incomplete and unstable during the 4-week period. The interviews revealed students' strategies in importance of integrating everyday objects and experiences into a strong expression of self. The video looks at creative expressions that range from painting and weaving traditions in the Southwest to contemporary installations, documentary photographs, conceptual art, and sculptural assemblages. The artists featured are Carmen Lomas Garza, Agueda Martinez, John Valadez, Pepon Osorio, Joseph Rodriquez, Maria Castagliola, and Maria Brito. (MM)

ED 407 288 SO 026 663

Latino Art & Culture: From the Series "America Past and Present." Bilingual Study Guide.
PUB DATE- 96
NOTE- 77p.; In: "Latino Art & Culture: From the Series "America Past and Present" Multimedia Resource Kit. ; see SO 026 662.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art; *Art Education; Art History; *Artists; Cultural Images; *Cultural Influences; Cultural Interrelationships; Elementary Secondary Education; *Hispanic American Culture; Hispanic Americans; Personal Narratives; Social Influences; Visual Arts
IDENTIFIERS- Activist Art; *Latinos

This bilingual study guide was designed for use with a packet of multimedia materials that include a videotape program, color reproductions, and slides. Information and lesson materials in the guide may be adapted for independent use. The study guide examines Latino social, cultural, and political history in the United States from the 17th century to the present through the documentation of artistic expression. The focus is on the three largest Latino cultural groups in the United States: Mexican Americans, Puerto Ricans, and Cuban Americans, with reference to other groups whose cultural roots are in the Dominican Republic or Central and South America. Activities for classroom discussion and individual and group projects are given in each of four thematic units: (1) "Artistic Tradition in the Southwest"; (2) "Mixing Cultures and Blending Influences"; (3) "Making a New Life in the United States"; and (4) "Expressions of Social Concern." The guide concludes with a glossary and Spanish pronunciation, artists' biographies, a chronology of events, and further reading. (MM)

ED 407 289 SO 026 664

Smith, Nancy R.; And Others
Experience and Art: Teaching Children To Paint. Second Edition.
PUB DATE- 93
NOTE- 127p.; Foreword by Elliot W. Eisner.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; Art Activities; Art Criticism; *Art Education; *Childrens Art; Cognitive Development; *Cognitive Processes;

representational practice, and new opportunities to reposition the field with the human sciences in the coming millennium. Contains 50 notes and a list of sources for 29 figures. (EH)

ED 407 310 SO 027 063

Fillinger, Louis
Moral Education: An Inside Job for Americans. A Handbook for Teaching Morality in Homes, Schools, and Society.
PUB DATE- 91
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Codes of Ethics; Elementary Secondary Education; *Ethical Instruction; Ethics; Moral Development; *Moral Issues; *Moral Values; Social Problems; Social Studies; Value Judgment
IDENTIFIERS- *Moral Education

This book examines the nature of moral issues in education while attempting to provide both a clarification of the issues and suggestions as to what might be done in the social context. The job of the school is not to teach morals but provide students with appropriate ways to respond to moral issues and dilemmas. Suggestions are given for teaching strategies and quotations are given for discussion topics. The five chapters in the book include: (1) "Clarifying the Nature of Moral Education"; (2) "Religion and Moral Education"; (3) "Moral Education: A Long Tradition"; (4) "Morality and the Education Profession"; and (5) "Moral Education and Recent Trends." The appendices offer: (1) "Eleven Characteristics of Moral Problems and of Moral Disagreements"; and (2) "Criteria for Testing the Value of an Authoritative Opinion." A 73-item bibliography also is included. Suggestions are given for teaching strategies and quotations are given for discussion topics. (EH)

ED 407 311 SO 027 067

Kavanaugh, Michelle
When I Grow Up. Structured Experiences for Expanding Male and Female Roles. Volume 1: The Early and Middle School Years.
PUB DATE- 79
NOTE- 208p.; For Volume II, see SO 027 068.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Instructional Materials; Middle Schools; Sex Bias; Sex Differences; Sex Discrimination; *Sex Education; *Sex Role; *Sex Stereotypes; *Sexual Identity

This book provides activities to assist people in the helping professions support young people as they strive to achieve a positive self-concept, working to eliminate sexual stereotyping and sexual inequality. The activities are intended for all developmental levels, prekindergarten through late adolescence. Information is presented on developmental levels and sex-identification. There are 31 activities in the book. The activities are intended for use with pre-kindergarten through primary grade students, and middle school students. (EH)

ED 407 312 SO 027 068

(055)
DESCRIPTORS- Canadian Studies; *Cultural Activities; Elementary Education; Foreign Countries; *Holidays; Islamic Culture; Religious Holidays; *Social Studies
IDENTIFIERS- Calendars; *Canada; Festivals; *Seasonal Celebrations; Seasons

Designed for children ages 8 to 13, this teaching resource presents an explanation of seasons, calendars, and why people celebrate particular days. The four seasons are discussed. Canada's national holidays, and the seasonal, social and religious holidays celebrated by diverse Canadian culture groups are described. A separate section presents Muslim festivals which have no fixed date. Throughout the text, suggestions for relevant student activities are given. An index concludes the book. (MM)

ED 407 331 SO 027 842

Stevens, Lawrence
World History Plays, Puzzles and Activities.
PUB DATE- 96
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Drama; Elementary Secondary Education; *European History; Instructional Materials; Scripts; Social Studies; Tests; *Western Civilization; *World History
IDENTIFIERS- Word Games

This instructional resource, for grades 7-10, includes a collection of 10 plays with related learning activities. Units of study include: (1) "Alexander the Great and the Greeks"; (2) "The Black Death and the End of the Middle Ages"; (3) "Robert Clive and Imperialism"; (4) "Christopher Columbus and the Age of Exploration"; (5) "Fall of the Bastille and the French Revolution"; (6) "Napoleon and the French Empire"; (7) "Lenin & Trotsky and the Rise of Communism"; (8) "Giuseppe Garibaldi and Nationalism"; (9) "Hitler and the Rise of Fascism"; and (10) "Winston Churchill and World War II." Each unit includes introductory background information, a play for class participation, a study guide, and a time line. Reproducible activity and worksheets provide word scramble and/or crossword puzzles and student quizzes. (MM)

ED 407 332 SO 027 949

Patton, Sally J.
Alphabetics: A History of Our Alphabet. A Source Guide for Self-Directed Units. Great Ideas Series. Revised Edition.
PUB DATE- 89
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alphabets; *Ancient History; Elementary Education; Instructional Materials; *Social Studies; Visual Arts

This teaching resource presents a historical perspective of the alphabet which encompasses a study of major contributions by:

Education; Social Studies; *Textbook Content; *Textbook Evaluation; *Textbook Selection; Textbook Standards

This geography textbook assessment is a tool and a guide for teachers and curriculum administrators who are responsible for adopting classroom geography materials. The assessment's goal is to help teachers identify the geography textbooks that are most compatible with the content goals of the geography education reform movement as stated in "The Guidelines for Geographic Education" (Joint Committee on Geographic Education 1984); "Geography Framework for the National Assessment of Educational Progress" (National Assessment Governing Board, U.S. Department of Education 1991); and "Geography for Life: National Geography Standards" (National Geography Standards Project 1994). Eleven textbooks for this project, including six high school, one middle school, and two special education textbooks, as well as two other non-traditional curriculum materials adaptable for classroom use, were evaluated and reviewed by a committee through the use of standardized evaluation criteria and a scoring rubric to achieve this objective assessment. The assessments were conducted using the student edition of each textbook. Supplemental ancillary materials, available for only some of the textbooks, were not considered. The 11 textbooks assessed were: "Geography, People and Places in a Changing World" (English); "Global Geography" (Finkelstein, Flanagan, Lunger); "World Cultures: A Global Mosaic" (Ahmad, Brodsky, Crofts, Ellis); "World Geography" (Boehm); "World Geography, A Global Perspective" (Baerwald, Fraser); "World Geography Today" (Helgren, Sager); "Geography, The World and Its People" (Boehm, Armstrong, Hunkins); "Fearon's United States Geography" (Lefkowitz); "Fearon's World Geography and Cultures" (Kelly); "Activities and Readings in the Geography of the United States (ARGUS)" (Gersmehl); and "Britannica Global Geography System (BGGS)" (Hill, Dunn, Klein). Contains 21 references. (CB)

ED 407 354   SO 028 075

Gary, Charles L.; Foy, Rita, Ed.
Transforming Ideas for Teaching and Learning the Arts.
PUB DATE- Mar 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Art Activities; Art Appreciation; *Art Education; Art Teachers; *Curriculum Development; Educational Assessment; Educational Practices; Educational Theories; Elementary Secondary Education; *Fundamental Concepts; *Instructional Innovation; *Student Educational Objectives; Theory Practice Relationship

This booklet is designed to give teachers some of the latest ideas about how arts principles and concepts can best be understood, taught, and used in the classroom to improve instruction in the arts and other disciplines. Considering the stance of the U.S. Department of Education, the National Assessment of Educational Progress (NAEP), the Goals 2000 Arts Education Partnership, and the Coalition for Education in the Arts, and the increasing support from research about the value of the arts, the 1990's seems a time of real opportunity. While there are still issues being discussed, the state-of-the-art in arts education may soon properly reflect the importance of this aspect of education to civilization. The booklet's major ideas, organized into one page sections, include the following: (1)

5,360 participants; survey data are summarized in 49 tables. After describing the theoretical background and methodology used in the study, findings are grouped according to differences by gender, age group, language, geographic area, educational level, population group, occupation, and differential access to sources of information about AIDS. Study results indicated: knowledge of sexually transmitted diseases (STDs) was not very high, especially regarding prevention; and many believed that contraceptives also provided protection against STDs and HIV. Overall, awareness of AIDS seemed to be high, but with a mixture of appropriate and inappropriate knowledge about HIV/AIDS in terms of transmission, nature of the disease, seriousness, prevention, and cure. Conclusions and recommendations are grouped by knowledge about HIV/AIDS, perceptions of seriousness, condom use, support for behavioral change, self-efficacy in health, perceptions of social distance, the role of communication media, and further research needs. Appendices include the AIDS KAPB Study questionnaire, and schematic presentations of the data. (Contains 9 figures, 49 data tables, and 33 references.) (ND)

ED 407 374 SP 037 288

Jewell, David L.
Professional Practicum Manual: Experiential Education in Recreation and Leisure Services. A Workbook for the Recreation and Leisure Studies Practicum. Second Edition.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Students; Educational Objectives; Experiential Learning; Higher Education; *Internship Programs; *Leisure Education; Majors (Students); Performance Based Assessment; *Practicum Supervision; *Practicums; *Recreation; Workbooks

The practicum experience in the field of recreation and leisure studies is an important aspect of a student's preparation for the field of recreation and leisure services. This workbook covers the requirements for everyone involved in the practicum experience: student, agency, agency supervisor, college/university, director of field placement, and adjunct faculty. Fifteen general goals for the practicum experience are outlined, highlighting the primary goal of giving the recreation and leisure studies major an opportunity to combine new experience with old skills to become a "professional recreator." The workbook is divided into five sections with relevant sub-categories in each: (1) "Introduction"; (2) "Practicum Process," including eligibility requirements, procedures for placement, general policies for college or university; (3) "Practicum Program Job Descriptions," including the director of field placement, agency supervisor, and adjunct faculty appointments; (4) "Student Application and Placement," including samples of student application forms, resumes, cover letter, confirmation of interview, and confirmation of placement; and (5) "Practicum Assignments," including a checklist of forms covering the work schedule, goals and objectives, appraisals, and a post-practicum inventory. The two appendices provide data tables of site supervisor characteristics and sample agency application forms. (SPM) becomes coach or guide. For this study, teachers were selected who had training and/or experience in the use of "The Chelsea Bank" simulation. Data were collected from interviews with teachers and from videotaped observations of classroom interactions. Teachers were found to want the simulation experience to be meaningful but they did not actually facilitate a learning environment of that kind. There was little student-teacher interaction and that was generally student, not teacher-initiated. The dominant teacher responses were directive with no discussion of why a certain step should come next or what the overall goal for a procedure was. It was evident from reviewing the videotaped sessions that it does not take much more time to promote inquiry than to provide information. Most student-teacher interactions were very short, regardless of the approach. It is expected that as teachers become familiar with the promoting inquiry model, the level of discussion in these classes will increase. (JLS)

ED 407 393 SP 037 309

Sherry, Lorraine; Lawyer-Brook, Dianna
The Boulder Valley Internet Project: Teachers Mentoring Teachers.
PUB DATE- Mar 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Elementary Secondary Education; Higher Education; Instructional Material Evaluation; *Internet; *Mentors; Partnerships in Education; Pilot Projects; Professional Development; Program Effectiveness; School Districts; Teacher Attitudes; Teacher Characteristics; *Teacher Role; *Technological Advancement
IDENTIFIERS- *Boulder Valley Public Schools CO; University of Colorado Boulder

The Boulder Valley Internet Project (BVIP) was begun as a collaborative venture between the University of Colorado at Boulder and the Boulder Valley School District. The project's organizing aims of integrating Internet-based activities into curriculum and instruction have not been met fully due to the inhibiting characteristics of education reform and the slow pace of connecting 53 schools in the district, a paucity of incentives such as extra pay for teachers, and staff cuts. This study describes the complex system that evolved. Several issues are addressed: (1) the effectiveness of the training component of the project; (2) how the project specifically affected the participants use of technology; (3) the impact of the project on curriculum and instruction; (4) the impact on the school as a whole and the district as a whole; and (5) the possible future uses of this model. The BVIP was found to be a dynamic, evolving program housed within a decentralized educational organization. While change has been slow due to the number of schools involved, a solid base of expertise is being built. (Contains 11 references.) (JLS)

ED 407 394 SP 037 310

Robinson, Evan T.; And Others
Applying the Theory of Reflective Practice to the Learner and the Teacher: Perspective of a Graduate Student.
PUB DATE- Mar 97

interpersonal skills. In addition, the teacher leader possessed the technical skills required for program improvement and used them in concert with a broad knowledge of education policy, subject matter, the local community, and the school's students. (Contains 48 references.) (ND)

ED 407 412 SP 037 329

Holm, Daniel T.; Quatroche, Diana J.
Constructing an Understanding of Electronic Mail: Preservice Teachers Making Connections.
PUB DATE- Apr 97
NOTE- 4p.; Paper presented at the Annual Meeting of the Midwest Association of Teacher Educators (11th, April 6-8, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Electronic Mail; Elementary Education; Higher Education; *Internet; *Interpersonal Communication; Methods Courses; Preservice Teacher Education
IDENTIFIERS- *Indiana University South Bend; Preservice Teachers; *Southeast Missouri State University

This document describes a pilot study to provide an opportunity for preservice teachers enrolled in elementary language arts methods courses at Indiana University South Bend (IUSB) and Southeast Missouri State University (SEMO) to communicate with one another over time and distance through electronic mail (e-mail). Students at both IUSB and SEMO must enroll in a basic technology course as part of their teacher education program to become familiar with the Internet and e-mail programs. To encourage use of e-mail the 19 students at each campus were required to exchange 6 e-mail messages with a partner, keeping a copy of each transmission sent and received. Students enjoyed the e-mail assignment and discovered that corresponding with someone off campus was informative, therapeutic, and a great way to share lesson ideas. Problems encountered during the semester included various technical difficulties, the reluctance of some students to use the technology, and lack of Internet access at one professional development school. The use of e-mail technology was found to have great potential for these preservice teachers. Through its use preservice teachers were able to share teaching ideas, problems, and concerns; learn alternative ways to help students learn; and exchange web site resources. (ND)

ED 407 413 TM 026 429

Mitchell, Ruth; Willis, Marilyn
Learning in Overdrive: Designing Curriculum, Instruction, and Assessment from Standards. A Manual for Teachers.
PUB DATE- 95
NOTE- 148p.; Assisted in authorship by the Chicago Teachers Union Quest Center.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; *Educational Assessment; Elementary Secondary Education; *Instructional Design; Interdisciplinary Approach; Performance Based Assessment; *Scoring; Selection; *Standards; Teaching

DESCRIPTORS- Archives; Broadcast Television; College Students; Degrees (Academic); Dropouts; Educational Attainment; *Educational Finance; *Elementary Secondary Education; *Enrollment; Fine Arts; High School Graduates; *Higher Education; Libraries; Private Schools; Public Schools; Scholarships; *School Statistics; Student Loan Programs; Tables (Data); Tuition Grants; Yearbooks
IDENTIFIERS- *New York

The 42 tables from this Section of the "Statistical Yearbook" describe the condition of education in New York state in the 1990s and provides some information that allows comparisons with earlier years and with other states. In 1994, New York's elementary and secondary schools served 3,207,125 students, and 1,030,736 students were enrolled in institutions of higher education. Tables are grouped into the following categories: (1) fall enrollments in public and nonpublic elementary and secondary schools (national and New York figures); (2) public school finances and professional positions; (3) high school graduates, college entrants, and dropouts; (4) enrollments, degrees granted, and expenditures of institutions of higher education; (5) State University of New York enrollments, degrees granted, and employees; (6) tuition assistance, student loans, scholarships, and awards; (7) educational attainment; (8) libraries, archives, and museums; (9) support for the arts; and (10) public television and radio broadcasting. Data range from 1980 to 1994, with the focus on the most recent years. (Contains 1 figure.) (SLD)

ED 407 433 TM 026 478

Sireci, Stephen G.
Technical Issues in Linking Assessments across Languages.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Bilingual Education; Comparative Analysis; *Educational Assessment; *Equated Scores; Item Response Theory; *Language Tests; *Scaling; *Scoring; Second Language Learning; *Test Construction; Testing Programs
IDENTIFIERS- *Linking Metrics

Test developers continue to struggle with the technical and logistical problems inherent in assessing achievement across different languages. Many testing programs offer separate language versions of a test to evaluate the achievement of examinees in different language groups. However, comparison of individuals who took different language versions of a test are not valid unless the score scales for the different versions are linked or equated. This paper discusses the psychometric problems involved in cross-lingual assessment, reviews linking models that have been proposed to enhance score comparability, and provides suggestions for developing and evaluating a model for linking different language versions of a test. Attempts to link different language versions of a test onto a common scale are classified into three general research design categories: (1) separate monolingual group designs, usually linked through item response theory; (2) bilingual group designs; and (3) matched monolingual group designs. (Contains 4 figures and 47 references.) (Author/SLD)

(1) "Prehistoric People"; (2) "The Sumerians"; (3) "The Egyptians"; (4) "The Chinese"; (5) "The Greeks"; and (6) "The Romans." Background information, vocabulary study, student activities, a letter history, and a bibliography are included. Reproducible student sheets, discussion questions, unit goals, and taxonomies of affective and cognitive objectives are given. The guide concludes with a listing of letter origins, a glossary, and bibliographies of general resources for teachers and students. (MM)

ED 407 333 SO 027 950

Patton, Sally J.; Maxon, Dianne
Architexture: A Shelter Word. A Source Guide for Self-Directed Units. Revised Edition. Great Ideas Series.
PUB DATE- 89
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Ancient History; *Architectural Education; *Architecture; Built Environment; Elementary Education; Instructional Materials; Interdisciplinary Approach; *Social Studies; Visual Arts

This teaching resource provides instructional strategies and information for teaching students about architecture. Discussion questions encourage interdisciplinary considerations. Unit goals and objectives are given. The five units include: (1) "Cave"; (2) "Pyramids"; (3) "House of Ancient Greece"; (4) "Castles"; and (5) "Traditional House of Japan." Each unit includes background information, vocabulary, activity task cards, and a floor plan. The guide concludes with a checklist of materials, general references, and a glossary. (MM)

ED 407 334 SO 028 008

The World History Videodisc, CD-ROM, and Master Guide: Non-European History Multimedia.
PUB DATE- 96
NOTE- 0p.; For other multimedia products by the same publisher, see SO 028 009-010.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- African History; Ancient History; Archaeology; Architecture; Art; Art History; Asian History; Elementary Secondary Education; Fine Arts; Foreign Countries; History; *Human Geography; Hypermedia; Instructional Materials; *Interdisciplinary Approach; Latin American History; Middle Eastern History; *Multimedia Materials; *Non Western Civilization; Social Studies
IDENTIFIERS- Africa; Asia; Australia; Latin America; North America

This resource represents a virtual library of still and moving images, documents, maps, sound clips and text which make up the history of the non-European world from prehistoric times to the early 1990s. The interdisciplinary range of materials included is compatible with standard textbooks in middle and high school make certain all students have daily arts experiences; (2) the arts offer the opportunity to practice decision making; (3) students need to know the elements of the various arts and need to develop the vocabularies with which to discuss them; (4) experiences in the arts provide opportunities for students to learn as much about themselves as they do about the subject matter; (5) provide students with opportunities to develop a craft while exploring originality and analytical thinking; (6) lead students to new ways of solving problems through unique challenges in the arts, both mental and physical; (7) employ modern technology to encourage imaginative use of artistic material; (8) arts specialists are educators who are also skilled in at least one arts discipline; (9) enriching the experiences of all children as they study literature, history, geography, foreign languages, math, or science is a gift arts specialists offer the school; and (10) a major asset of the arts in education is to make schools a more engaging learning environment. In discussing the U.S. Department of Education's support for the arts, Secretary of Education, Richard W. Riley said, "The arts in all their distinct forms define, in many ways, those qualities that are at the heart of education reform in the 1990s--creativity, perseverance, a sense of standards, and above all, a striving for excellence." Contains 53 notes, an 11-item suggested reading list, and a 38-item selected resources list. (CB)

ED 407 355 SO 028 076

Civics Framework for the 1998 National Assessment of Educational Progress.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Civics; *Educational Assessment; Educational Background; Educational Needs; Educational Objectives; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Grade 12; Grade 4; Grade 8; *Knowledge Level; Law Related Education; *National Surveys; Research Design; Social Studies; Student Surveys
IDENTIFIERS- *National Assessment of Educational Progress

The material provides a comprehensive look at the design, goals, and methods to be used in the 1998 National Assessment of Educational Progress (NAEP) Civics Assessment. This assessment will attempt to gauge the civic knowledge and skills of the nation's 4th, 8th, and 12th grade students. To do well on the assessment, students will have to show broad knowledge of the U.S. constitutional system and the workings of civil society. They also will be required to demonstrate a range of intellectual skills; identify and describe important information, as well as, evaluate information and defend positions with appropriate evidence and careful reasoning. The Framework for the 1998 Civics Assessment outlines the components and methodology used in the assessment and discusses the current status of civics and government instruction, as well as past NAEP assessments. The Framework lists five enduring and significant questions that frame the knowledge component of the assessment: (1) What are civic life, politics, and government? (2) What are the foundations of the American political system? (3) How does the government established by

ED 407 375 SP 037 289

Kraemer, William J.; Fleck, Steven J.
Strength Training for Young Athletes.
PUB DATE- 93
NOTE- 214p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Athletics; Calisthenics; Elementary School Students; Elementary Secondary Education; Exercise; *Muscular Strength; *Physical Education; *Physical Fitness; Program Development; Secondary School Students; Sports Medicine
IDENTIFIERS- Sport Injuries; *Strength Training

This guide is designed to serve as a resource for developing strength training programs for children. Chapter 1 uses research findings to explain why strength training is appropriate for children. Chapter 2 explains some of the important physiological concepts involved in children's growth and development as they apply to developing strength training programs. Chapter 3 describes the concerns that should be addressed when developing a child's strength training program. Chapter 4 explains the specific components of program design, and chapter 5 explains how to teach resistance exercises to children. In Chapter 6 more than 100 resistance exercises are explained and illustrated; the exercise descriptions, grouped according to the body part that is strengthened, include starting position, movement, spotting and safety, and specification of muscles strengthened. Chapter 7 incorporates the exercises into basic training programs for 16 different sports and activities. Each chapter contains a reference list of additional readings. A glossary of strength training terms is included. (ND)

ED 407 376 SP 037 291

Poinsett, Alex
The Role of Sports in Youth Development. Report of a meeting convened by Carnegie Corporation of New York (March 18, 1996).
PUB DATE- Mar 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; *Adolescents; *Athletics; Elementary Secondary Education; *Health Promotion; High Risk Students; *Physical Education; Physical Fitness; *Sport Psychology
IDENTIFIERS- Strength Training

This document summarizes a conference on the potential impact of sports on at-risk youngsters. More than 40 scholars and practitioners met to explore the role that sports programs play in promoting academic success, health and fitness, responsible social behaviors, and self-confidence, and ways that such programs could be expanded to reach those most in need. David A. Hamburg reported on the Carnegie Corporation's work in the area of youth development. James P. Comer discussed risk and opportunity in adolescence, the important role athletics can play in teaching personal discipline and perseverance, and the lack of training for persons working with young people. Robert L. John reviewed the developmental stages of early adolescence

NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Graduate Students; Graduate Study; Group Discussion; Higher Education; *Reflective Teaching; Teacher Attitudes; *Teacher Collaboration; *Teaching Assistants; Teaching Styles

This study analyzed personal and collaborative reflective activities and their effect on the development of a graduate student as both a learner and a teacher. As a learner, the graduate student kept a reflective journal for 5 consecutive quarters (15 months). Collaboration with colleagues took place in both formal and informal settings and provided a forum for sharing ideas and getting feedback from peers. It also provided an opportunity to comment on the doctoral work of others as a beginning of the acquisition of research skills. The reflective practice of the graduate student in the role of teacher consisted of videotaped lectures, journaling, and collaboration with other mentors. The purpose was to help the teaching assistant evaluate the differences between his actual and theoretical teaching styles. The application of reflective practice helped the graduate student, as a learner, to develop constant curiosity and creativity as well as a constant desire to learn. Collaboration helped develop self-confidence. As a teacher, reflective practice helped him to develop a mechanism for constantly improving teaching skills. (Contains 15 references.) (JLS)

ED 407 395 SP 037 311

Kent, Harry; Fisher, Darrell
Associations between Teacher Personality and Classroom Environment.
PUB DATE- Mar 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Environment; *Cognitive Style; College Faculty; Foreign Countries; Higher Education; *Personality Measures; Teacher Attitudes; *Teacher Characteristics; Test Validity
IDENTIFIERS- College University Classroom Environment Inventory; Learning Environment Inventory; Myers Briggs Type Indicator

This study established the Secondary Colleges Classroom Environment Inventory (SCCEI) as a reliable instrument for use in providing teachers in the postsecondary sector with information about the learning environment in their classrooms. The SCCEI was constructed for this study as a perceptual measure of classroom environment using scales from the Learning Environment Inventory and the College and University Classroom Environment Instrument. The study also demonstrated the suitability of the Myers-Briggs Type Indicator as an instrument for classroom research involving the assessment of teacher personality types. The associations between teacher personality type and perception of classroom environment showed considerable consistency between teacher and student

Methods; Test Construction
IDENTIFIERS- Scoring Rubrics; Standard Setting

The most important issue in education today is helping students reach high standards. These standards are changing American education from a system driven by inputs and regulations to one judged by results. This manual is intended for use with any set of standards. Followed step by step, it will take the teacher from the abstract statements of the standards to units of instruction. The process begins with the standards and shows teachers how to connect them into interdisciplinary clusters, how to devise real-world tasks that embody the standards, and how to break the unit into learning segments that enable students to complete the tasks and attain the standards. The nine steps to standards are listed as: (1) "Selecting Standards"; (2) "What's in a Standard"; (3) "The Legbone's Connected to the Kneebone"; (4) "The Real World"; (5) "The Final Culminating Task"; (6) "Mapping Backward from the Culminating Task into Learning Sections"; (7) "Rubrics and Scoring"; (8) "Polishing the Stone"; and (9) "Seeing the Whole." Appendixes list standards documents, present forms to use in the curriculum development process, and summarize the nine steps. Step Seven includes a detailed explanation of performance assessment, with discussion of portfolios, exhibitions, and the construction of rubrics. (SLD)

ED 407 414 TM 026 435

Gray, B. Thomas
Controversies regarding the Nature of Score Validity: Still Crazy after All These Years.
PUB DATE- 23 Jan 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Testing; *Evaluation Methods; Reliability; *Scores; *Test Interpretation; *Validity
IDENTIFIERS- *Controversy

Validity is a critically important issue with far-reaching implications for testing. The history of conceptualizations of validity over the past 50 years is reviewed, and 3 important areas of controversy are examined. First, the question of whether the three traditionally recognized types of validity should be integrated as a unitary entity of construct validity is examined. Second, the issue of the role of consequences in assessing test validity is discussed, and finally the concept that validity is a property of test scores and their interpretations, and not of tests themselves is reviewed. The shift from the "trinitarian" doctrine of content, construct, and criterion validity has meant that the distinctions between different types of validity have been replaced by recognition of the varieties of evidence required in the validation process. It is universally acknowledged that validity is a crucial consideration in evaluating tests and test applications. It is also generally stated that a true validation argument is an unending process. Exploring new ideas about the nature of validity itself is just a part of this process. (Contains 50 references.) (Author/SLD)

ED 407 415 TM 026 436

ED 407 434 TM 026 480

Rochowicz, John A., Jr.
Finding P-Values for F Tests of Hypothesis on a Spreadsheet.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Analysis of Variance; Decision Making; *Hypothesis Testing; *Spreadsheets; *Statistical Significance; Test Construction
IDENTIFIERS- *F Test; Lotus 1 2 3; *P Values

The calculation of the F statistic for a one-factor analysis of variance (ANOVA) and the construction of an ANOVA tables are easily implemented on a spreadsheet. This paper describes how to compute the p-value (observed significance level) for a particular F statistic on a spreadsheet. Decision making on a spreadsheet and applications to the classroom are also discussed for Lotus 1-2-3 for DOS or for Windows. Spreadsheets enable the learner to see what is calculated and how results are obtained, and they allow the user to automate statistical decisions. Spreadsheet use is particularly useful for students in that it creates conditions in which: (1) fundamental concepts and their meanings must be understood; (2) calculations can be automated; (3) meanings of the concepts are enhanced; (4) technology interference is minimal; (5) many examples can be studied; (6) decision making becomes the focus of learning hypothesis testing; (7) decisions about hypothesis testing can be made in different ways; and (8) changing the values on a worksheet recalculates the entire worksheet with results adjusted automatically. An appendix discusses a particular function of the Lotus 1-2-3 software for Windows. (Contains three tables and seven references.) (SLD)

ED 407 435 TM 026 489

Common Curriculum Goals, Academic Content Standards, and Essential Learning Skills. Document 1.
PUB DATE- 19 Sep 96
NOTE- 97p.; For related documents, see TM 026 490-492 and TM 026 496.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Art Education; Course Content; *Curriculum Development; Educational Assessment; Educational Change; Educational Objectives; Educational Technology; Elementary Secondary Education; English Instruction; Health Education; Learning Strategies; Mastery Learning; Mathematics Instruction; Performance Factors; Physical Education; Public Schools; Science Instruction; Second Language Learning; Social Studies; Standards; *State Programs; *Testing Programs
IDENTIFIERS- *Benchmarking; *Oregon

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document defines the academic content standards for the new social science, social studies, history, and art history courses and is designed for interactive use by teachers and/or students. The resource provides access to 2,400 images, captions, and overviews for research, independent study, or a wide range of instructional purposes. Motion film sequences from persons and events in political history, popular culture, and the arts, are provided. Narrative information is included. The materials are arranged in 15 sections. Each section contains a narrated overview which may be used as an introduction or a review of the period presented. The CD-ROM contains a library of 2,400 captioned images of historical figures, events, political cartoons, historic sites and artifacts, maps, and works of art and architecture. Sound bites provide brief recordings of recent historic figures, from Mohandas Gandhi to Nelson Mandela, speaking in their own voice about their personal philosophies or the relevant issues with which they are associated. This visual and audiovisual data is organized by sections and subsections of world geography. Basic, intermediate, and advanced level student quizzes are provided on the CD-ROM. The barcoded, annotated videodisc Guidebook, and the CD-ROM Index locate specific items and allow data grouping by keyword category. (MM)

ED 407 335 SO 028 009

The Western Civilization Videodisc (Second Edition), CD-ROM, and Master Guide Multimedia.

PUB DATE- 96

NOTE- 0p.; Master Guide authored by James E. Straukamp. For other multimedia products by the same publisher, see SO 028 008-010.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)

DESCRIPTORS- Architecture; Art; Art History; Elementary Secondary Education; European History; Fine Arts; Foreign Countries; Human Geography; Hypermedia; Instructional Materials; *Interdisciplinary Approach; Modern History; *Multimedia Materials; Secondary Education; Social Studies; *Western Civilization

This resource represents a virtual library of still and moving images, documents, maps, sound clips and text which make up the history of Western Civilization from prehistoric times to the early 1990s. The interdisciplinary range of materials included is compatible with standard textbooks in middle and high school social science, social studies, history, and art history courses and is designed for interactive use by teachers and/or students. The resource provides access to more than 3,500 still images, with captions and overviews, for research, independent study, or a wide range of instructional purposes. Images include illustrations, paintings, and photographs of historical figures and events, political cartoons, historic sites, architecture, artifacts, and works of art. Motion picture sequences present people and events in recent history from Czar Nicholas to the Beatles. Sound bites pair brief recordings by history-making individuals, like Sigmund Freud discussing psychoanalysis or King Edward VIII giving his abdication speech, to persons in the arts and popular culture. The materials are arranged in 15 sections according to time period and geographic location. Each section contains a narrated overview which may be used as an introduction or a review of the period presented. Basic, intermediate, and advanced level the Constitution embody the purposes, values, and principles of American democracy? (4) What is the relationship of the United States to other nations and to world affairs? and (5) What are the roles of citizens in American democracy? The Framework identifies key components of intellectual and participatory skills such as explaining, analyzing, interacting, and monitoring. The guide also describes expected knowledge for each grade level as well as terminology used in the assessment. Various appendices listing goals and corresponding grade levels in tabular formats conclude the document. (MJP)

ED 407 356 SO 028 077

Thoman, Elizabeth, Ed.; Silver, Rosalind, Ed.
Ethnic Diversity: Challenging the Media.
PUB DATE- 88
NOTE- 29p.; For related items, see SO 028 078-082. Journal subtitle: "A Quarterly Resource for Media Awareness."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cultural Differences; *Cultural Pluralism; *Ethnic Groups; Ethnic Relations; *Mass Media; *Mass Media Effects; Mass Media Role; *Multicultural Education; Secondary Education; Social Differences; Social Studies; Television Viewing; *Values

This issue of "Media & Values" explores the influence of mass media on the perceptions about cultural pluralism and ethnic diversity in society. The essays present various interpretations of that influence and the implications for the society. Articles include: (1) "Promoting Pluralism" (Joseph Giordano; Irving M. Levine); (2) "Does TV Shape Ethnic Images?" (S. Robert Lichter; Linda S. Lichter); (3) "Covering Conflict: How the News Media Handles Ethnic Controversy" (Ira Rifkin). Articles in "Ethnic Perspectives: An Issue Forum' section include (1) "Bottom Line Still Tops" (Gene Reynolds); (2) "I'll Be Home for Hanukkah" (Rosalind Silver); (3) "Making Waves: Pressure Groups and the Media" (Brian Levine); and (4) "A Century of Abuse" (Allen L. Woll). Articles in the "Reflection/Action" section are (1) "Women: Dose of Reality Spices TV Lives" (Sally Steenland); (2) "Pastoring: Stereotypes Back? It's No Joke" (Peter Paulsen); (3) "Children: Varied Images Teach Lesson in Pluralism" (Judith Myers-Walls); (4) "Social Justice: Daily Habits Stymie Diversity" (Donna Demac); (5) "Minorities: Media Play Role Bridging Cultures" (Carlos Cortes); (6) "Global Scene: World Market is New Reality" (Keval Joseph Kumar) and (7) "Family Life: 'Tossed Salad' Culture Honors Diversity" (Helen H. Graham Burns). (EH)

ED 407 357 SO 028 078

Thoman, Elizabeth, Ed.; Silver, Rosalind, Ed.
Elections, Image or Issues? Media & Values 44.
PUB DATE- 88
NOTE- 29p.; For related items, see SO 028 077-082. Journal subtitle: "A Quarterly Resource for Media Awareness."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Elections; *Mass Media; *Mass Media Effects; Mass Media Role; Political Campaigns; Political Candidates;

and the challenges health providers face in promoting young people's health. Reginald Clark explored the educational, social, and emotional needs of adolescents and how sports programs improve or hinder educational outcomes. Further discussion covered the Skillman Foundation Michigan report (1995), barriers to young people's participation in sport, and creating the structures among foundations, municipal governments, and federal agencies to continue to identify and address youth needs on an ongoing basis. Appendixes include the meeting agenda, a list of participants, and the background report "Role of Organized Sport in the Education and Health of American Children and Youth" from the Institute for the Study of Youth Sports at Michigan State University (Martha E. Ewing, Vern D. Seefeldt, and Tempie P. Brown), which comprises the bulk of the document. (ND)

ED 407 377 SP 037 292

Page, Marilyn
Developing New Language for a Constructivist Class.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Classroom Techniques; *Constructivism (Learning); Elementary Secondary Education; *Language Usage; Lesson Plans; Student Role; Teacher Role

Beginning teachers experience problems in moving from a traditional classroom environment to a constructivist classroom, especially in their use of traditional language. Traditional language not only does not work in a constructivist classroom, but hinders the creating and sustaining of such. Teachers can change the language they use in the classroom to promote more positive results. Five words or phrases that help focus on the learner and learning rather than on teachers and teaching are: (1) changing "teaching" to "learning"; (2) changing "lesson plan" to "student learning plan"; (3) changing "cover" to "discover" or "uncover"; (4) changing "(interdisciplinary) unit" to "(interdisciplinary) investigation" or "(interdisciplinary) exploration"; and (5) changing "presentations" to "interactive learning experiences." An example of a "student learning plan" on the causes of the Civil War is included. (ND)

ED 407 378 SP 037 293

Zirkel, Perry A.
The Law of Teacher Evaluation: A Self-Assessment Handbook.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); Elementary Secondary Education; Evaluation Criteria; Higher Education; Legal Problems; Public School Teachers; *School Law; Self Evaluation (Individuals); *State Legislation; *Teacher Evaluation

perceptions. For example, extravert teachers were positively associated with classrooms characterized by high levels of student cohesion, while perceiving type preferences were associated with both student perceptions and teacher self-perceptions of informality and individualization of work in the classroom. The relationship between teacher personality type and classroom environment can be understood using social cognition theory as a conceptual model. (Contains 48 references.) (JLS)

ED 407 396 SP 037 312

O'Callaghan, Catherine M.
Social Construction of Preservice Teachers' Instructional Strategies for Reading.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Strategies; Higher Education; Preservice Teacher Education; Primary Education; *Reading Instruction; *Student Teacher Attitudes; *Student Teachers; Student Teaching; Teaching Methods
IDENTIFIERS- Preservice Teachers; Social Constructivism

This exploratory study investigated the social construction of four preservice teachers' instructional strategies for reading. Participants had just completed their fourteenth week of student teaching. Data collection consisted of DeFord's (1979) Theoretical Orientation to Reading Profile (TORP), literacy narratives, teaching metaphors, and think-aloud protocols for three vignettes of primary grade reading problems. Cross-case analysis indicated that these student teachers' instructional strategies for reading were rooted in their own experiences as students learning to read. All four participants espoused a skills orientation to reading on the TORP. This orientation was reflected in their instructional solutions to reading vignettes. The majority of instructional solutions expressed during the think-aloud protocols were received/procedural knowing. Two participants who had experienced a supportive literacy environment during childhood chose a nurturing conceptualization of teaching for their metaphor. Two who did not enjoy reading during childhood chose metaphors that emphasized the teacher as an authoritarian figure. (Contains 26 references.) (Author/JLS)

ED 407 397 SP 037 313

Veugelers, Wiel
Teaching and Learning on Moral Dilemmas.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Critical Thinking; Foreign Countries; *Moral Development; Secondary Education; Student Attitudes; *Teacher Attitudes; Teacher Student Relationship;

Minke, Amy
Conducting Repeated Measures Analyses: Experimental Design Considerations.
PUB DATE- Jan 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Experiments; *Multivariate Analysis; *Research Design; Research Methodology; Sample Size; *Statistical Significance; *Validity
IDENTIFIERS- *Repeated Measures Design; Sphericity Tests; Univariate Analysis

Repeated measures experimental designs, often referred to as "within-subjects" designs, offer researchers opportunities to study research effects while "controlling" for subjects. These designs offer greater statistical power relative to sample size. However, threats to internal validity such as carryover or practice effects need to be taken into consideration. Once data are gathered, researchers have several options for data analysis. If univariate statistical methods are used, omnibus tests can be used, but they must be evaluated for violation of the sphericity assumption, or planned comparisons can be used. Researchers may also use multivariate statistical methods or they may implement both univariate and multivariate approaches while controlling for experiment-wise error. This paper considers both univariate and multivariate approaches to analyzing repeated measures design. Within the univariate discussion, analysis of variance and regression approaches are compared. Also, the assumptions necessary to perform statistical significance tests and how to investigate possible violations of the sphericity assumption are discussed. (Contains six tables and eight references.) (Author/SLD)

ED 407 416 TM 026 437

Stapleton, Connie D.
Basic Concepts and Procedures of Confirmatory Factor Analysis.
PUB DATE- 24 Jan 97
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Educational Testing; Factor Analysis; *Factor Structure; *Goodness of Fit; Models
IDENTIFIERS- *Confirmatory Factor Analysis; Exploratory Factor Analysis

Exploratory and confirmatory factor analytic techniques are compared, and how to conduct a confirmatory factor analysis is reviewed. A sampling of "fit" statistics and suggestions for methods to improve models for testing are also presented. Exploratory factor analysis is used to explore data to determine the number of the nature of factors that account for the covariation between variables when the researcher does not have, a priori, sufficient evidence to form a hypothesis about the number of factors underlying the data. Confirmatory factor analysis is a theory-testing model as opposed to a theory-generating method like exploratory factor analysis. In

expectations. These content standards are the part of the curriculum goals that will be assessed statewide for the Certificates of Initial and Advanced Mastery. They are defined in this publication for the benchmark years of grades 3, 5, 8, and 10 for the areas of: (1) English (encompassing reading, writing, speaking, literature, and media and technology; (2) mathematics; (3) science; (4) social sciences (history, civics, geography, and economics); (5) the arts; (6) second languages; (7) health education; (8) physical education; and (9) technology. The essential learning skills are the skills students should demonstrate to receive a Certificate of Initial Mastery, which will represent successful achievement at the grade-10 level. These are: reading, writing, problem solving, communicating, learning, thinking, retrieving information, using technology, and working effectively alone and in groups. These academic content standards will be assessed through the performance standards in Document 2 of this series. (Contains nine charts.) (SLD)

ED 407 436 TM 026 490

Performance Standards: K-10 Reading/Literature, Writing, Speaking, Mathematics. Document 2.
PUB DATE- 19 Sep 96
NOTE- 25p.; For related documents, see TM 026 489-492 and TM 026 496.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Course Content; Curriculum Development; Educational Assessment; Educational Change; Educational Objectives; Educational Technology; Elementary Secondary Education; English Instruction; Health Education; Learning Strategies; Literature Appreciation; Mastery Learning; Mathematics Instruction; *Performance Factors; Physical Education; Public Schools; Reading Instruction; Scores; Standards; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Benchmarking; *Oregon

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document lists the performance standards that have been established for content areas. Performance standards are the specific number, type, and minimum scores required on classroom assignments and state tests constructed to progress toward the state's Certificates of Initial and Advanced Mastery. State performance standards have not yet been developed for science and the social sciences, and they will not be determined for the arts and second languages. Students who meet the grade-10 performance standards will receive a Certificate of Initial Mastery and those who meet the grade-12 standards, to be developed later, will receive the Certificate of Advanced Mastery. Certificates of Initial Mastery will be awarded in 1998-99 for English and mathematics and will be phased in for other subjects through 2003. Performance standards for classroom assignments and state tests are defined for grades 3, 5, 8 and 10 in this publication for: (1) reading and literature; (2) writing; (3) speaking; and (4) mathematics.

such as online versus traditional card catalog, exploring the technology in the media center, electronic encyclopedias and CD-ROMs, using and producing a video in the classroom, and many other topics. Appropriate grade level is indicated for each lesson plan. Reproducible activity forms follow many lesson plans. The introduction discusses the changing role of the school library media teacher and using a district-wide library skills curriculum, and also supplies an outline of information literacy and technology skills suggested for grade K-6 students. The rest of the notebook is divided into eight sections: (1) "Teaching Electronic Card Catalog/Library Automation"; (2) "Using Electronic Reference Tools in Research" (including search strategies); (3) "Telecommunications, Online Services, Internet"; (4) "Using Multimedia Resources"; (5) "Integration of Technology into the Curriculum"; (6) "Desktop Publishing" (of student research); (7) "Training and Staff Development"; and (8) glossary of terms. An electronic skills/curriculum cross-referencing schematic is included to help locate lesson plans quickly. (Author/SWC)

ED 406 996   IR 056 374

Greenfield, Rich
Do We Still Need Controlled Vocabulary? Of Course, We Do! But How Do We Get It: The Roles for Text Analysis Softwares.
PUB DATE- 16 Apr 97
NOTE- 35p.; Paper presented at the CENDI Cataloging Working Group Conference on "The Future of Bibliographic Standards in a Networked Information Environment" (Bethesda, MD, April 16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Authority Control (Information); *Automatic Indexing; *Bibliographic Records; *Cataloging; Comparative Analysis; Computer Software Evaluation; *Electronic Libraries; Information Networks; Information Technology; Internet; Library Catalogs; Library Development; *Online Catalogs; Standards; Technological Advancement; World Wide Web
IDENTIFIERS- Congressional Research Service; *Document Analysis; Search Engines

The author argues that traditional library cataloging (MARC) and the online public access catalog (OPAC) are in collision with the world of the Internet because items in electronic formats undergo MARC cataloging only on a very selective basis. Also the library profession initially isolated itself from World Wide Web development by predicting no real need for universal access, by ignoring large areas of human creativity, and by de-emphasizing "ephemeral" resources. This paper recommends a constructive merger of the best of both worlds--the full text analysis provided by web search engines and the controlled vocabularies found in library OPACs. The Congressional Research Service (CRS) is being used as a testbed to examine relevant techniques. Three of the major text analysis technologies are natural language processing, case-based reasoning, and adaptive learning. As part of "the new OPAC," the Experimental Search System (ESS) is one of the Library of Congress' first efforts to make selected cataloging and digital library resources available over the World Wide Web by means of a single, point-and-click interface. Perhaps even more promising is the idea of using large MARC databases to generate word clusters associated with controlled vocabulary terms and classifications. Six understand the impact of innovations on programs. Leaders have also been called upon to act as pioneers, problem-solvers, consultants, cheerleaders, role models, mentors, and coaches. (TGI)

ED 407 013 JC 970 197

Warzyn, Dee
Internationalizing the Curriculum: A Case Study in the Business Division.
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Business Education Facilities; Community Colleges; *Curriculum Development; Grants; *International Education; *International Educational Exchange; International Relations; *International Trade; Marketing; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Waukesha County Technical College WI

Internationalizing the business curriculum means integrating the processes of international culture into an educational setting to give students a more comprehensive understanding of the business world. As part of its efforts to internationalize the curriculum, Wisconsin's Waukesha County Technical College established an Associate degree in international trade. The International Trade Division (ITD), which assists businesses with marketing and international trade, helped the college to develop technicians with international skills and to understand international practices related to import and export. Funding for the ITD was obtained through two grants, which allowed the college to hire a grant facilitator and implement such strategies for internationalization as sending resistant decision makers on international experiences to help them understand the benefits of internationalization, enrolling faculty in conferences, and bringing businesses to the college to discuss their needs and problems with international trade. The grants also covered faculty trips to foreign countries and stipends for curriculum development. Outside the grants, the ITD developed export training videos and catalogs for other institutions and businesses, and other countries were invited to send students, faculty, and administrators to the United States. Other programs included a statewide summer institute held in 1996 and a Developing a Curriculum (DACUM) process. (HAA)

ED 407 014 JC 970 198

Re, Antonio
Leadership from Afar: Distance Education and the Leadership Roles of Those Involved.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

instruction, since all students must participate; (5) problems of the classroom approach, such as gender dominance issues, minority barriers, and physical disadvantages, are also eliminated; and (6) poor student performance cannot be disguised. (HAA)

ED 407 030 JC 970 214

McRae, Kit
Walking the Tightrope of Collaboration: The Challenges.
PUB DATE- Feb 97
NOTE- 8p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Bachelors Degrees; *Cooperative Programs; Foreign Countries; Higher Education; *Intercollegiate Cooperation; *Nursing Education; Program Development; School Holding Power; *Shared Resources and Services; Student Recruitment; Tuition
IDENTIFIERS- *Alberta (Calgary); Canada

In response to the Canadian Nurses Association's mandate that a baccalaureate degree be required for all practicing nurses by the year 2000, the Calgary Conjoint Nursing Program (CCNP) was developed by faculty from a 2-year college-based diploma program, a 3-year hospital-based program, and a 4-year university-based program. With initial planning beginning in 1987, approval was granted for a 6-year trial in 1993, although due to budget cuts, the hospital-based program was discontinued. As implemented, the CCNP offers a baccalaureate degree through the University of Calgary, while students who choose the diploma option graduate after 3 years from Mount Royal College. A common fee structure was developed for students attending either institution, while students have access to all library and recreational facilities. Student advising has been an integral component, while provincial reductions in hospital funding have necessitated greater attention to recruitment and retention. In response to workload and communication considerations, a student flow model was developed and a Communications Coordinator was hired. Also, a program advisory committee was established and an outside evaluator was hired. Benefits of the program include better preparation for graduates, increased access to the baccalaureate degree, and a more efficient use of resources, while a major challenge is the need for greater flexibility to accommodate high school students, transfers, and students who already have a degree in another discipline. (HAA)

ED 407 031 JC 970 222

Ubadigbo, Fidelis Njide
Recruitment Dynamic of Foreign Students into United States Postsecondary Institutions: The Implications for Education and International Development.
PUB DATE- Feb 97
NOTE- 10p.; Paper presented at the Annual Conference of the Community Colleges for International Development (20th, Orlando, FL, February 2-4, 1997).
LANGUAGE- English

faculty and staff that if they do not expend extra effort their college will not receive significant grants. The CEO must also work with the college's professional development officer to evaluate funding proposals based on the population served by the funding source, which college programs are successful, institutional needs, and the college's goals and mission. The CEO and development officer must view the institution as a competitive product to be sold to external funding sources. Generally, two-year colleges have the best chance of receiving grants if a large number of their students are from underrepresented groups, their service areas are economically depressed, and some of their programs receive state or national recognition. It is important that CEOs set realistic expectations and communicate those expectations to the resource development staff. Finally, suggestions for CEOs to improve resource development include the following: (1) have resource development officers report directly to them; (2) allow officers to be involved in institutional planning; (3) give officers academic administrative rank; (4) communicate how much time should be spent on private sector fundraising versus proposal writing to government agencies; and (5) be sensitive to the development officer's needs for time to think and write. (HAA)

ED 407 048   JC 970 278

University of Hawaii Community Colleges Annual Report, 1988.
PUB DATE- 88
NOTE- 37p.; For a series of these annual reports covering 1988 to 1992/93, see JC 970 278-282. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; Educational Certificates; *Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Mission; Mission Statements; Outcomes of Education; Student Characteristics; Teacher Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

Describing the programs, students, and faculty at the University of Hawaii Community Colleges during the 1987-88 academic year, this annual report documents significant accomplishments and outcomes for the system. First, a review is provided of significant system accomplishments during 1987-88 and an organizational chart and mission statement are presented for the colleges. Following an overview of students, faculty, student services, and other programs, graphs and data tables are provided on enrollment; degrees and certificates; and programs of study offered. Brief descriptions are then provided of accomplishments, students, faculty, and resource allocation at each of the system's six campuses and one training center. The final sections offer a preview of improvements for 1988-89 and a list of administrators, faculty, and staff by discipline. Highlighted findings include the following: (1) the community colleges enrolled an average of 20,000 credit students per semester, representing 55% of the state's undergraduate enrollment; (2) 60% of the community college students attended part-time, the average student age was 25, and women accounted for 55% of the total enrollment; (3) in 1986-87, 782 Associate of Arts degrees, 1,058 Associate of Science degrees, and 378 certificates were awarded; (4) a total of $45,984,851 of general funds were allocated to the system in 1987-88; and (5) struggle to find suitable substitutes which reflect more democratic and humanistic values. The book consists of ten chapters. The chapters of the book are: (1) "Guiding Children's Behaviour: The Challenge for Adults"; (2) "What Is Normal Behaviour? Young Children's Developmental Stages"; (3) "Being Good and Feeling Good about It: Fostering Young Children's Self Esteem"; (4) "When Do Children Understand Right and Wrong? Moral Development in Young Children"; (5) "What Do Adults Want from Young Children? Expectations and Goals about Young Children's Behaviour"; (6) "Problem Prevention: Making Life Easier for Young Children and Adults"; (7) "Punishment and Its Effects on Young Children"; (8) "Communicating with Young Children"; (9) "Positive Strategies for Guiding Young Children's Behaviour"; and (10) "What Works for You: Creating Your Own Approach to Behaviour Management." Contains 72 references. (JEB)

ED 407 066 PS 025 068

Reynolds, Gretchen; Jones, Elizabeth
Master Players: Learning from Children at Play.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Patterns; Case Studies; Child Behavior; *Child Development; Childhood Needs; Creativity; Games; *Observation; *Play; Preschool Children; Preschool Education; Social Development; Teacher Behavior; *Teacher Role
IDENTIFIERS- Cognitive Play; *Play Learning; Play Style

Developed as a companion volume to "The Play's the Thing," this book defines and analyzes the concept of master player based on videotaped observations of preschool children at play. An in-depth discussion reveals the multi-faceted nature of play, individual differences in both teachers' and children's styles, and the complexity of intervention decisions made by teachers. The book is divided into 10 chapters. Chapter 1, "The Concept of the 'Master Player,'" includes information on play as representation, games and exploration, and how to support children's mastery of play. Chapter 2, "Play Watching," discusses how to observe children at play, coding child behavior, using the code, and learning through dialogue. Chapters 3 through 6 present four case studies (for example, "Tommy: Seeking Power in Play") on children's differing play attitudes. Chapter 7, "Analyzing Master Play," discusses play and cognitive development, examines the relation of play to creativity and mutuality in social interaction, dialogue, and who supports play. Chapter 8, "Becoming a Play Watcher," explores teachers as theory builders, and proposes ways of watching play and suggestions on what to look for. Chapter 9, "Becoming a Master Teacher," examines possible questions on when to intervene and proposes intervention strategies to change play. Chapter 10, "Analyzing the Integrative Behavior of Master Teachers," discusses how to code teacher integrative behavior, how to use the code, the differences among power "with," power "for," and power "on," the politics of observation, and stages of teacher development. An appendix covers teaching the art of observation. Contains about 85 references. (AA) in Child Care?; (3) Will Your State Maintain State Investments in Child Care?; (4) Who Should Be Eligible for Child Care Assistance in Your State?; (5) Should Your State Restructure Its Sliding Fee Scale?; (6) What Payment Approaches Should Your State Use?; (7) Should Your State Change Its Reimbursement Rates?; (8) Will Your State Encourage the Use of Informal Child Care?; (9) What Can Your State Do to Improve Quality and Expand the Supply of Child Care?; and (10) Will States Require Low-Income Mothers to Become Family Child Care Providers? An appendix summarizes key child care provisions of the 1996 Governors' Plan. Contains 28 references. (WJC)

ED 407 084 PS 025 192

Stoneburner, Chris; Real, Mark
Child Care: Children Learning, Families Earning.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Joyce Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; *Day Care; Disadvantaged Youth; Early Childhood Education; Economically Disadvantaged; Family Needs; *Family Programs; Financial Support; Low Income Groups; Poverty; Program Improvement; *State Action; State Aid; Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care Costs; Child Care Needs; *Ohio; *Welfare Reform

This guide is second in a series that provides basic information about programs affecting Ohio's children; it provides a summary of key data on child care in Ohio, especially with regard to recent welfare reform. Recommendations for improvement in child care services are given in the following areas: (1) "Children Learning," including encouraging more part-day programs and establishing a Child Care Improvement Fund; (2) "Parents Earning," including guaranteeing child care for welfare families who are working and making child care affordable for working poor families; (3) "Helping Families Work," including maintaining health and safety inspections of child care settings and continuing resource and referral services; (4) "Improving What Works," such as adjusting child care market rates, simplifying paperwork, and establishing a fair share for parent fees; and (5) "Managing Child Care Funding," including identifying an enrollment ceiling for each county, permitting counties to keep savings from reduced welfare rolls to help working poor families, and developing waiting lists for child care aid so the poorest families can be enrolled first. Appendices include a glossary of terms, staff to child ratios in Ohio early childhood programs, and child care assistance by county. Contains 22 references. (WJC)

ED 407 085 PS 025 196

Velis, Jean-Pierre
Blossoms in the Dust: Street Children in Africa.
PUB DATE- 95
NOTE- 168p.; Also available in French.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

*Early Childhood Education; Foreign Countries; Kindergarten; Program Descriptions; Teacher Education
IDENTIFIERS- Historical Background; *South Korea

Early childhood education has always been considered important in Korea, with the education of the child valued highly, regardless of the parent's educational background or socioeconomic status. The main social facility for early childhood education outside home in Korea is called "Yoo Chee Won," which means kindergarten. This paper describes the country's approach to early childhood education. The bulk of the paper describes "Yoo Chee Won," including demographic trends fueling its growth, figures on its availability and use, its cost, and the requirements for parent support. The paper details the national kindergarten curriculum and teacher education requirements. A concluding section describes corporate support for early childhood education and the Samsung Center for Early Education and Development. (EV)

ED 407 104 PS 025 301

Konantambigi, Rajani M.
Beliefs about Child, Childhood and Upbringing: A Crucial Component of the Developmental Niche.
PUB DATE- Aug 96
NOTE- 14p.; An earlier draft of this paper was presented at the Biennial Meetings of the International Society for the Study of Behavioural Development (14th, Quebec City, Quebec, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Child Development; *Child Rearing; *College Students; Foreign Countries; Higher Education; *Student Attitudes
IDENTIFIERS- Caregiver Training; India (Baroda)

This study examined the perceptions, beliefs, and attitudes of first year college students about children, childhood, and childrearing that comprise their naive theories about children's development. Participating in the study were 122 students in the undergraduate Home Science program at the University of Baroda, India. All participants were women, 18 to 19 years old, from middle- to upper-middle-class families. Before beginning the introductory course of their program, students provided written responses to two questions on the nature of children and the expectations they had regarding their course of study. Results indicated that the students had a very positive picture of children as lovable, innocent, curious, and constantly learning. Children were also perceived as future citizens. However, no student expressed the traditional Indian view of children as carriers of family lineage, name, and heritage. Childhood was viewed as a sensitive period in which children are very moldable and in which, therefore, the environment plays an important role. The students thought that a course on child development should inform students about the nature of children and their development, as well as discuss how children learn, how to discipline and interact with children so that they become good citizens, and how to meet the needs of children with disabilities. (Contains 11 references.) (KDFB)

ED 407 105 PS 025 303

Sameroff, Arnold J., Ed.; Haith, Marshall M.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; High School Graduates; Infant Mortality; Mortality Rate; Poverty; Racial Differences; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Teacher Student Ratio; *Well Being; Youth Problems
IDENTIFIERS- Arrests; *Indicators; Project Head Start; *West Virginia

This fifth annual edition of the Kids Count report investigates county and statewide trends in the well-being of West Virginia's children between 1980 and 1994, focusing on child poverty and low school achievement, and profiles three exemplary schools serving large numbers of low-income students. The statistical report is based on 18 indicators of child well-being: (1) student attendance; (2) percent of high school dropouts; (3) percent of high school graduates; (4) pupil to teacher ratio; (5) teacher/administrator experience; (6) percent of births to mothers with less than a twelfth grade education; (7) percent of children approved for free/reduced school meals; (8) employment to population ratio; (9) the unemployment rate; (10) percent low birth-weight babies; (11) infant mortality rate; (12) child death rate; (13) child abuse/neglect rate; (14) teen birth rate; (15) percent births to unmarried teens; (16) juvenile delinquency case rate; (17) teen violent death rate; and (18) percent of eligible children served by Head Start. Findings indicate that almost all counties meet or exceed the required standard of 93 percent school attendance rate; child poverty averages 47 percent statewide; 50 percent of adults are employed (the nation's lowest percentage); and the unemployment rate is about 9 percent. There have been increases in the percent of low birth-weight babies, the child abuse/neglect rate, and the percent of births to unmarried teens. There have been decreases in infant mortality rate, child death rate, percent approved for free/reduced school meals, teen birth rate, high school dropout rate, juvenile delinquency case rate, and teen violent death rate. Appendices provide definitions, methodology, and data sources. (KDFB)

ED 407 122 PS 025 345

O'Harra, Deborah
The Parents' Guide to Advocating for Children in Alaska's Schools.
PUB DATE- Jun 91
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Alaska Natives; American Indians; Black Students; *Child Advocacy; Children; Educational Legislation; Elementary Secondary Education; Hispanic Americans; *Parent Materials; *Parent Participation; Parent Role; *Parent School Relationship; Special Education; Special Needs Students
IDENTIFIERS- African Americans; *Alaska; Hispanic American Students

Parents know their children better than any outside expert and can use that knowledge to advocate for their children. This handbook is designed to assist parents in Alaska in advocating decisions. Module 3 addresses ongoing partnerships and helps participants look at the level of parental involvement in their own program's decision making. The section on continuing professional development offers strategies that supervisors can use to help staff apply new skills and extend their learning. The resource guide lists print and other resources that staff can use to learn more about the key issues presented in the guide. Contains 1 organizational and 10 print resources.(SD)

ED 407 140 PS 025 373

A Design for Family Support. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 108p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Family Environment; *Family Life; *Family Programs; *Family Relationship; Family Role; Preschool Education; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS- Family Development; *Family Support; *Project Head Start; Support Systems

This training guide is intended to help Head Start staff develop the essential partnership-building skills that contribute to Head Start's overall effectiveness as a supportive, family-centered community. Each of the guide's three modules details module outcomes, key concepts, and background information. Module 1 defines family support in terms of principles and practices, and provides activities to clarify the ways staff and the agency can move forward in showing families that they are part of a caring Head Start community. Building blocks for developing a community of family support are discussed, practiced, and assessed by staff. Module 2 addresses essential skills for working with families by giving staff the opportunity to examine and practice two essential skills for building partnerships with families: (1) partnership talk; and (2) joining with a family. This module also encourages skill development in addressing challenging behaviors that may surface in individuals during staff-family meetings, and situations which may impede the partnership-building process. Module 3 addresses mobilizing family strengths. The guide's section on continuing professional development provides activities for expanding and reinforcing staff skills in family support. Contains 12 resources, including books, journals, newsletters, information systems, organizations, and audiovisual materials. (SD)

ED 407 141 PS 025 374

Promoting Mental Health. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 101p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.

Buck, Beverly R.
KidsCount in Colorado! 1994.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 94
NOTE- 46p.; For 1995 report, see ED 402 019; for 1997 report, see PS 025 400.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; Child Neglect; Demography; Dropout Rate; Early Intervention; Early Parenthood; Homeless People; Homicide; Intermediate Grades; Medical Services; Mortality Rate; Poverty; Pregnancy; Prenatal Care; Preschool Education; *Risk; Secondary Education; Sexuality; *Social Indicators; State Surveys; Statistical Surveys; Substance Abuse; Suicide; Tables (Data); *Well Being; *Youth Problems
IDENTIFIERS- Arrests; *Colorado; Firearms; *Indicators; Placement (Foster Care); Risk Taking Behavior; Weapons

This 1994 Kids Count report focuses on risk-taking behaviors among Colorado adolescents and discusses how prevention and early intervention strategies can impact the lives of the state's children. Statistics and descriptions are given for: (1) alcohol, tobacco, and drug use; (2) teen sexuality, including sexual activity and teen pregnancy and birth rates; (3) access to health care, including teens in poverty, homeless teens, and teens in out-of-home placements; (4) child abuse rate, including neglect and sexual abuse; (5) teen motor vehicle deaths; (6) violent death rate, including suicide, homicide, and firearm-related deaths; (7) weapons use; (8) youth and the law, including juvenile violent arrest rate; (9) education, including dropout rate and academic achievement; (10) prenatal care; (11) infant mortality; (12) low weight births; and (13) preschool enrollment. Results suggest that teens are taking more risks at younger ages and are "graduating" to more serious risks as they get older. The report notes that there have been increases in drug use by younger adolescents, an increased violent death rate, a tripling of the teen suicide rate for teens ages 10 to 14, and increased deaths from child abuse. There have also been increases in low birthweight births and teen birth rates. However, infant mortality has declined and preschool enrollment has steadily climbed. The report lists selected county data for the indicators and defines each indicator. (KDFB)

ED 407 158 PS 025 400

Shulman, Shanna
KidsCount in Colorado! 1997.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 97
NOTE- 57p.; For 1994 report, see PS 025 399; for 1995 report, see ED 402 019.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Weight; Births to Single Women; Child Abuse; Child Health; *Children; Demography; Dropout Rate; Early Intervention; Early Parenthood; Elementary Secondary Education; Family Programs; Health Insurance; High School

parents-to-be, teen parents, court-ordered participants, high school students, childcare providers, surrogate parents, siblings, and professionals. A variety of structures for service delivery were used, including group meetings, individual family conferences, newsletters, and home visits. Government funding from federal, state, county, or city funds provided much of the funding, with funding sources varying by agency. (KDFB)

ED 407 174 PS 025 437

Langenfeld, Thomas E.; And Others
The Effects of Children's Ability to Delay Gratification on School Related Behaviors.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Education Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Age Differences; *Delay of Gratification; Interpersonal Competence; Preschool Children; Preschool Education; Psychological Needs; Regression (Statistics); Self Control; Self Motivation; Self Reward; Socioeconomic Status; *Student Behavior
IDENTIFIERS- Self Gratification

Two studies examined the relationship between preschool and elementary school children's ability to delay gratification and their school behaviors, after controlling for differences in socioeconomic status (SES). Children's gratification control was measured through an age-appropriate dilemma that forced each child to exhibit gratification control to receive a preferred reward; gratification control was defined as the amount of time a child was able to wait for the preferred reward. Subjects for the first study were 35 4- and 5-year-olds who attended a pre-kindergarten program. Results indicated that 28 children waited the maximum 240 seconds and received the highest possible score. Children could in fact be categorized into those who easily waited and those who could not wait at all. Correlations between gratification control and verbal ability, non-verbal ability, and social skills were .29, .36, and .35, respectively. Because of the restricted range of gratification control and the homogeneity of the sample, none of the regression models involving socioeconomic status were highly explanatory. The participants in the second study were 49 third, fourth, and fifth graders. The gratification control task involved a maximum of 600 seconds for children to wait to receive a reward. Results indicated that gratification control was strongly related to language arts and mathematics grades and school behaviors. Gratification control was highly predictive of the dependent variable after controlling for SES. Only with mathematics grades as the dependent variable was SES significant. (Contains 10 references.) (KDFB)

ED 407 175 PS 025 443

Thompson, Elizabeth E.; Miller, Pamela O'Dell
Parental Beliefs and Use of Parental Discipline: The Role of Religious Affiliation.
PUB DATE- Apr 97
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Family Problems; Guidelines; *Parent Responsibility; *Parent Role; *Programming (Broadcast); Social Action; *Television Commercials; *Television Viewing; *Violence
IDENTIFIERS- ERIC Digests

This digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A recent study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 407 192 PS 025 527

Wallach, Lorraine B.
BaoLi Yu ErTong De FaZhan (Violence and Young Children's Development). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 7p.; For English version, see ED 369 578.
LANGUAGE- Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Child Development; Child Rearing; Childhood Attitudes; *Community Problems; Early Childhood Education; Elementary Education; *Elementary School Students; Family Environment; Interpersonal Competence; Parent Child Relationship; *Preschool Children; Victims of Crime; *Violence
IDENTIFIERS- *Child Safety; ERIC Digests; *Resilience (Personality)

This digest examines the developmental consequences for children who are the victims of or witnesses to family and community violence. A baby's ability to trust depends upon the family's ability to provide consistent caregiving, which is compromised when the infant's family lives in a community racked by violence. When they reach toddlerhood, children need to practice skills such as jumping and climbing. However, children who live in violence-ridden communities are often confined to indoor quarters that hamper their activities. When they reach

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reports - Research/Technical (143)
DESCRIPTORS- Acculturation; *American Indian Education; American Indian History; *American Indians; *Boarding Schools; Cultural Interrelationships; Educational Anthropology; Educational History; Elementary Secondary Education; *Ethnicity; Identification (Psychology); Intergroup Relations; *School Attitudes; *Student Experience; Tribes
IDENTIFIERS- Ethnohistory; *Oklahoma; Pan Indianism

This book reports on a study of the perceptions of Oklahoma American Indians about their childhood experiences in government and church-sponsored boarding schools. Drawing on symbolic anthropology, the boarding school experience is interpreted to be a complex cultural symbol and symbolic process that contributes to group collectivity and belonging and expresses a dynamic ethnic identity. Data sources included in-depth interviews in Kiowa, Comanche, and Caddo Counties (Oklahoma), including taped interviews in the Doris Duke Indian Oral History Collection at the University of Oklahoma. Most informants were members of the Kiowa, Comanche, Kiowa Apache, Fort Sill Apache, Wichita, Caddo, and Delaware tribes and attended boarding schools during 1920-60. The first four chapters cover elements of the investigation; geographic area and social networks defined (tribes, historical alliances, ethnicity); cultural and ethnohistorical background of Southern Plains Indians; and historical background of Indian Territory and Oklahoma, 1800-1982. Chapter 5 provides a brief history of Indian education and uses interview excerpts to describe life at the boarding schools (living conditions, academics, work duty, teachers, older students, segregation of the sexes, religion, military regimen, discipline). Chapter 6 interprets the boarding school experience in terms of dichotomous themes: separation/unification (camaraderie, intertribal affiliations, Indian-White relationships, pan-Indian identity); resistance/acceptance; and federal government control versus government obligations to Indian peoples. The final chapters summarize the functions of the boarding school on historical, symbolic, individual, and group levels. An appendix describes the Doris Duke Oral History Collection. Contains 167 references and photographs. (SV)

ED 407 209   RC 021 056

Whitener, Summer D.; And Others
Schools and Staffing Survey Student Records Questionnaire: School Year 1993-94, with Special Emphasis on American Indian and Alaska Native Students. E.D. Tabs.
PUB DATE- May 97
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Alaska Natives; *American Indian Education; *American Indians; College Bound Students; Disabilities; Dropouts; Elementary Secondary Education; *Enrollment; Grade Repetition; Limited English Speaking; Mathematics Education; Private Schools; Public Schools; Questionnaires; School Surveys; Science Education; Tables (Data)
IDENTIFIERS- Bureau of Indian Affairs Schools; *Schools and Staffing Survey (NCES)

First conducted during the 1987-88 school year, the Schools and statement on the background of the Act, which established a comprehensive environmental education program at the Federal level to support State and local efforts. It also established an Office of Environmental Education within the Environmental Protection Agency. The general statement is followed by the current congressional legislation history and a summary of S.1873. The bill, a single title with nine sections, extends the authorization for programs authorized by the National Environmental Education Act until the year 2007. The bill includes a number of changes to make programs authorized under the Act operate more effectively and efficiently. For example, Section 2 ensures that the Office of Environmental Education's programs will be balanced and scientifically sound. The Act supports environmental education programs and materials that characterize environmental problems in a factual and objective manner. A section-by-section analysis describes these changes. The analysis is followed by a cost projection of the legislation and changes in the language of the existing law. (PVD)

ED 407 224 SE 059 939

Wang, HsingChi A.; And Others
Blended Sciences: Lessons Learned.
PUB DATE- Oct 96
NOTE- 28p.; Paper presented at the Annual Meeting of the California Science Teachers Association (Sacramento, CA, October, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Innovation; Elementary Secondary Education; *Interdisciplinary Approach; *Science Curriculum; Science Instruction; *Scientific Literacy; Student Evaluation; Teacher Attitudes
IDENTIFIERS- California

This paper is a review of the literature concerning the history and current state of blended science instruction. The goals of blended science instruction are to provide learners with a liberal science education and to develop scientifically literate citizens. The term "blended science instruction" refers to various means of reconnecting traditional instructional disciplines. This paper reviews the integrated, unified, and coordinated approaches to science instruction. It also addresses the philosophical, psychological, pedagogical, and pragmatic justifications for a blended science curriculum; student assessment within blended science instruction; and teachers' self-efficacy and resistance to change. The difficulty of replacing traditional departmentalized curricula is noted, and the benefit to students of making changes that will enhance their ability to understand is stressed. Contains 63 references. (DDR)

ED 407 225 SE 059 940

Davis, Kathleen S.
Creating "Gender-Sensitive" Environments in the Science Community and Issues of Capital, Credibility, Conflict, and Power.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).

ED 407 244 SE 060 093

Carlson, David, Ed.; And Others
Resources for Teaching Linear Algebra. MAA Notes Volume 42.
PUB DATE- 97
NOTE- 306p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Educational Change; *Educational Resources; Educational Strategies; Interdisciplinary Approach; *Mathematics Instruction; Secondary Education; Teaching Methods
IDENTIFIERS- *Linear Algebra

This book takes the position that the teaching of elementary linear algebra can be made more effective by emphasizing applications, exposition, and pedagogy. It includes the recommendations of the Linear Algebra Curriculum Study Group with their core syllabus for the first course, and the thoughts of mathematics faculty who have taught linear algebra using these recommendations. Part I, The Role of Linear Algebra, highlights the fact that algebra appears in many places in mathematics and outside of mathematics and in these many places, appears under many guises. Part II, Linear Algebra as Seen from Client Disciplines, presents views of linear algebra from four disciplines outside mathematics: (1) computer graphics; (2) computer science; (3) economics; and (4) engineering. Part III, The Teaching of Linear Algebra, contains articles on "how to" suggestions, general presentations on teaching issues by mathematicians involved in linear algebra, and the views of mathematics educators on linear algebra teaching issues and teaching reform efforts in linear algebra. Part IV, Linear Algebra Exposition, contains four papers that are classified as purely exposition of linear algebraic ideas. Part V, Applications of Linear Algebra, offers instructors six articles on applications which could be of use in the classroom. (JRH)

ED 407 245 SE 060 139

The Challenge and Promise of K-8 Science Education Reform. Volume 1. FOUNDATIONS: A Monograph for Professionals in Science, Mathematics, and Technology Education.
PUB DATE- 97
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational Change; Educational Resources; Elementary Education; Equal Education; Inquiry; *Mathematics Education; Nonformal Education; Professional Development; *Science Education; *Technology Education

FOUNDATIONS is a monograph series intended for those working to better science, mathematics, and technology education in the United States. This volume examines opportunities and challenges for those on the front lines of science education in elementary and middle schools. Designed as a resource for teachers and administrators who have not yet implemented a program of inquiry-based science education, this volume serves neither as a textbook nor as the final word on the subject. It is rather a short introduction for those beginning the complex and difficult journey of science education reform based on the experiences of educators working in the field today. Chapters include: (1) "The Challenge and Promise of K-8 Science Reform";

dividing units and in using concrete materials which clearly influenced their fraction ideas. It is concluded that the findings support the theory which views partitioning a unit as critical in building rational number concepts. Contains 17 references. (Author/JRH)

ED 407 266 SE 060 204

Ryder, Jim; And Others
Undergraduate Science Students' Images of the Nature of Science.
PUB DATE- Mar 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Epistemology; Foreign Countries; Higher Education; *Inquiry; Science Education; Scientific Enterprise; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Nature of Science; United Kingdom

In the United Kingdom, university science undergraduates specialize in a single science subject for the entire 3-4 years of study. This study examines images of the nature of science held by science students in their final year at university. Data are drawn from a longitudinal interview study of 11 students engaged in open-ended project work at the University of Leeds (Leeds, England). Images of science expressed during these interviews are characterized and coded using a framework involving three distinct areas of epistemological and sociological reasoning: (1) the relationship between data and knowledge claims; (2) the nature of lines of scientific inquiry; and (3) science as a community of scientists. Students tended to view knowledge claims as provable solely on empirical grounds, though some students mentioned social factors as also being important. Many students showed significant development in their understanding of how lines of scientific inquiry are influenced by theoretical developments within a discipline. Issues relating to scientists working as a community were underrepresented in the students' discussions about science. Rather than a single image of science, individual students drew upon a range or profile of positions in each area of the framework, depending on the scientific context being discussed. The framework of students' epistemological and sociological reasoning developed here may help to identify areas in existing undergraduate curricula in which students' images of science could be developed. (Author/PVD)

ED 407 267 SE 060 205

Beeth, Michael E.
Conceptual Change Instruction: Some Theoretical and Pedagogical Issues.
PUB DATE- Apr 95
NOTE- 13p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Classroom Environment; *Concept Formation; *Constructivism (Learning); Educational Strategies; Elementary Secondary Education; *Knowledge Representation; Prior Learning;

Elementary Education; Nonverbal Communication; *Painting (Visual Arts); *Perceptual Development; Preschool Education; Visual Arts

This book emphasizes the teacher's active role in fostering a developmental understanding of painting in children from ages 1 to 11. The cognitive processes behind children's painting are explored. The book suggests meaningful tasks for each phase of imagery and offers methods for encouraging children to discuss the concepts involved in their work. Divided into four parts, "Learning the Elements" traces the transition from experimentation with movement on paper to initial use of line, shape, and color, and the ability to combine the various elements into elaborate patterns and designs. "First Representations," discusses the origin of the connection that occurs between configurations on paper and objects in the real world and leads eventually to the ability to select a particular theme and make a drawing. "Picturing Experience" examines how children come to understand paintings as descriptions of their interests and activities, progress from simple images to richer symbols and finally use metaphor and artistic style in expressing complex life experiences. "Teaching the Creation of Meaning: Developmental Strategies" reviews teaching strategies and discusses the usefulness in helping children create meaning through painting. An appendix presents "Painting Setups." Contains a bibliography and an index. (MM)

ED 407 290 SO 026 665

Blandy, Doug, Ed.; Congdon, Kristin G., Ed.
Pluralistic Approaches to Art Criticism.
PUB DATE- 91
NOTE- 135p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Aesthetics; Architecture; Art; *Art Criticism; Art Education; Artists; *Cultural Pluralism; Elementary Secondary Education; Multicultural Education; Social Studies; Visual Arts
IDENTIFIERS- *Postmodernism

Contributors to this anthology analyze the contemporary academic methods for critiquing art and suggest new ways that might further the understandings of art created by diverse individuals and groups. Essays are organized into three sections. Part 1, "Changes and Extensions in Critical Approaches" includes essays: (1) "Beyond Universalism in Art Criticism" (Karen A. Hamblen); (2) "Feminist Approaches to Art Criticism" (Kristin G. Congdon); (3) "Criticism of Computer Art: The Implications of Interactivity" (Linda F. Ettinger); (4) "The Poetics of Green Esthetics: Situating 'Green Criticism' in the Postmodern Condition" (Jan Jagodzinski); (5) "Two Futures for Vernacular Architecture" (Howard Davis). Part 2, "Valuing Diverse Critical Expression," presents: (6) "Pluralism in African American Aesthetics and Art Criticism" (Paulette Spruill Fleming); (7) "Criticizing Art with Others" (Terry Barrett); (8) "Toward an Understanding of Skin Art" (John Wilton); (9) "Women Artists and Their Critics in American Literature" (Kathyrn Lee Seidel). Essays in Part 3, "Criticism That Asserts Life, History and Human Rights," are: (10) "The Handmade Books of Dennis Bye: Self-Documentation as Aesthetic-Expressive Criticism" (Doug Blandy); (11) "Art Criticism as Social Change" (Mario Asaro); (12) "Women Portray Women: African Roots and Cross-Cultural Comparison (Betty LaDuke);

Kavanaugh, Michelle
When I Grow Up. Structured Experiences for Expanding Male and Female Roles. Volume II: High School and Beyond.
PUB DATE- 79
NOTE- 189p.; For Volume I, see SO 027 067.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- High Schools; Higher Education; Instructional Materials; Sex Bias; Sex Differences; Sex Discrimination; *Sex Education; *Sex Role; *Sex Stereotypes; *Sexual Identity

This book provides activities to assist people in the helping professions support young people as they strive to achieve a positive self-concept, working to eliminate sexual stereotyping and sexual inequality. The activities are intended for all developmental levels, prekindergarten through late adolescence and beyond. Information is presented on developmental levels and sex-identification. There are 19 activities in the book. The activities are intended for use with high school students and young adults. (EH)

ED 407 313 SO 027 069

Manthey, Cynthia M.
With Respect for Others: Activities for a Global Neighborhood.
PUB DATE- Dec 95
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Early Childhood Education; Elementary Education; Empowerment; *Global Education; Human Dignity; *Multicultural Education; *Self Concept; *Self Esteem; *Sensory Experience; Sensory Training; *Social Studies

This volume contains primary theme units to be used by early childhood teachers to foster children's sense of respect for self, others, and the world. Several multicultural units are presented along with units on sensory awareness and self-esteem. The intent of the book is to inspire teachers to incorporate multiculturalism into their lessons on an ongoing basis. The 10 units contain 117 different activities. The units focus on: (1) "Self Empowerment & Self-Esteem"; (2) "African Cultural Aspects"; (3)"Mexican Cultural Aspects"; (4) "French Cultural Aspects"; (5) "Amish Cultural Aspects"; (6) "Touch"; (7) "Taste"; (8) "Hearing"; (9) "Smell"; and (10) "Sight." An appendix contains general multicultural resources, resources for each unit, and related resource books. (EH)

ED 407 314 SO 027 089

Confronting A Culture of Violence: A Catholic Framework for Action.
PUB DATE- 94
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

commercial text analysis software products are reviewed in the Appendix, using a comparative table. These tools, many of them associated with major search engine vendors, may support automatic classification and document analysis, thereby increasing cataloger productivity. (AEF)

ED 406 997 IR 056 375

Library and Information Services to Individuals with Disabilities. Reference Bibliography No. 97-01.
PUB DATE- Jan 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Assistive Devices (for Disabled); Children; Deafness; *Information Sources; *Learning Disabilities; *Library Services; Nonprint Media; Older Adults; *User Needs (Information); *Visual Impairments
IDENTIFIERS- Americans with Disabilities Act 1990

This bibliography lists selective sources of information on providing library services for adults and children with disabilities. Emphasis is on visual or physical disabilities that prevent reading of standard print. Sources are cited separately for general information; special needs users (older adults, children, hearing impaired, learning disabled, and visually impaired); academic libraries; the Americans with Disabilities Act (compliance and accessibility); adaptive technologies; and online resources. Materials cited cover 1988 to 1996. (Author/AEF)

ED 406 998 IR 056 376

Carder, Linda; And Others
Using Situational Leadership To Reach the Whole Population.
PUB DATE- Oct 96
NOTE- 25p.; Paper presented at the AGLS Conference (Daytona Beach, FL, October 24-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; Individual Instruction; *Individualized Instruction; Leadership Styles; *Library Instruction; Models; *Skill Development; Teaching Styles; *User Needs (Information)
IDENTIFIERS- *Hersey Blanchard Situational Leadership Model; Learner Centered Instruction; *Situational Leadership Theory

Librarians providing individual information instruction need to be able to quickly and accurately assess the student's level of experience and ability and to offer the correct balance between support and challenge. Paul Hersey's Situational Leadership Model can provide librarians with a cognitive framework for assessment; it helps the instructor to use techniques based on his or her assessment of the student's ability, thereby making instruction more learner-centered. In the Situational Leadership Model, one's leadership or teaching style is determined by the client's ability, and follows a progression through four quadrants, representing the student's developmental level and the appropriate leadership style. In the first quadrant, the instructor must provide high support and direction in order to help the inexperienced student move to the next stage. The second quadrant consists of the student

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; Cooperative Programs; *Dental Hygienists; *Distance Education; *Interactive Television; *Leadership Qualities; *Leadership Responsibility; Program Development; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS- Wisconsin

In 1990, Wisconsin's Northcentral Technical College began exploring ways to share resources and faculty with other institutions in the state, developing the Multidistrict Dental Hygiene Program (MDHP). The MDHP delivers dental hygiene education through a network of interactive classrooms connected by fiber optics, involving 4 technical colleges, 20 faculty members, and 58 students. One of the participating colleges, Western Wisconsin Technical College, became involved in the MDHP as the result of a severe shortage locally of trained dental hygienists and the high costs associated with establishing its own program. In the program sharing approach, didactic or theory classes are delivered via interactive television, while cooperating districts teach the laboratory segments of courses. Key elements of this approach are well-trained liaison faculty at the cooperating districts and strong leadership to solve crises and logistical problems in the sharing process. Leaders are encouraged to use the Plan, Do, Act, Check (PDAC) model to ensure that a sound educational environment is maintained. This model emphasizes data collection in the Plan phase, the consideration of possible alternatives or solutions in the Do phase, measuring outcomes and expectations of the plan in the Check phase, and standardizing the method and creating future plans in the Act phase. Leaders in this new realm of educational delivery should be innovative and believe that distance education works. (TGI)

ED 407 015 JC 970 199

Jordan, Helen
Leadership Wisdom: Balancing on the High Wire.
PUB DATE- Feb 97
NOTE- 7p.; In: Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997); see JC 970 185.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Principles; *Administrator Role; College Administration; Higher Education; *Leadership Qualities; *Leadership Styles; Management Systems
IDENTIFIERS- *Wisdom

Emerging technologies and unstable financial issues are placing increasing demands on college administrators to provide visionary leadership. While numerous management frameworks have emerged in the past two decades, from Total Quality Management to transformational leadership, leaders should consider the concept of leadership wisdom in guiding their institutions. Wisdom has been recognized and respected throughout history as an intellectual virtue for leadership. Rather than merely having noble goals, wisdom is worthy deeds that have been put into action. Two actions that will indicate if a leader is wise are communication and decision-making, actions that require the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Role; Community Colleges; *Economic Development; Enrollment; *Enrollment Trends; *Foreign Countries; *Foreign Students; Higher Education; *International Education; Literacy; Technology Transfer; Two Year Colleges

The enrollment of foreign students in U.S. postsecondary educational institutions has far reaching implications for world education and international development. An analysis of enrollment data, however, indicates a wide variation in enrollment by region and country. In 1992-93, approximately 59% of the 439,000 international students enrolled in American colleges and universities came from South, Central, and East Asian countries, and data for 1993-94 showed dramatic increases for these areas. In contrast, between 1985 and 1994 enrollment of students from the United Kingdom, Canada, and Thailand increased only moderately, while the enrollment of Middle Eastern, African, and Latin American students declined steadily. China, Korea, and India showed very sharp increases in enrollment; while enrollment in Nigeria, Venezuela, and Iran declined drastically. Enrollment of students in Malaysia showed a moderate decline. Regions of Africa and Latin America that have experienced sharp declines in enrollment will witness low quality education, limited transfer of modern technology, less economic development, decreased literacy rates, and generally low standards of living. Community colleges, with their open door policy and quality education system, can make a difference if they recruit students from regions of the world with declining enrollment. (HAA)

ED 407 032 JC 970 236

Gibson-Benninger, Barbara S.
A State without a System: Historical Analysis of Pennsylvania Community Colleges.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Education; College Administration; *Community Colleges; Comparative Analysis; *Geographic Location; *Governing Boards; Institutional Mission; Organizational Objectives; *State Boards of Education; *State Regulation; *State School District Relationship; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Pennsylvania

Compared to the organization of two-year education in other states, Pennsylvania can be said to have a "non-system" in which local determination predominates and state planning and coordination agencies are little more than advisory bodies. California, for example, has a much larger and more regulated system than Pennsylvania, with the Board of Governors of the California Community Colleges coordinating 107 public and private institutions. New York's community colleges are well organized in a hierarchical state system, while Texas maintains a well-defined 2 2 2 system. Florida and Illinois also differ from Pennsylvania through the existence of a central governing board for community colleges, while Ohio and Michigan differ in that colleges are planned to be geographically accessible by all residents. In Pennsylvania, however, two-year institutions are not strategically located in terms of geography or there were 924 instructional faculty in 1988-89, 54% of whom were full-time faculty. (HAA)

ED 407 049 JC 970 279

University of Hawaii Community Colleges Annual Report, 1989.
PUB DATE- 89
NOTE- 37p.; For a series of these annual reports covering 1988 to 1992/93, see JC 970 278-282. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; Educational Certificates; *Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Mission; Mission Statements; Outcomes of Education; Student Characteristics; Teacher Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

This 25th Anniversary report provides information on the programs, students, and faculty at the University of Hawaii Community Colleges (UHCC) for the 1988-89 academic year. In the first section, system accomplishments are highlighted, including links formed with the community, cooperation with other institutions, and international education efforts. Next, following an organizational chart and mission statement for the colleges, data are provided on enrollments, degrees and certificates awarded, system resources, and program offerings. Profiles are then presented of students, faculty, and resource allocations at the UHCCs six community colleges and one training center. The final sections discuss the future of the UHCC with respect to access, retention, and the colleges' role in economic development and present a list of college staff. Highlighted findings include the following: (1) in fall 1989, the community colleges enrolled 20,533 regular credit students, with 49% of these in liberal arts and sciences programs; (2) 60% of the students attended part-time, their average age was 26 years old, and 57% were female; (3) in 1988-89, 10,026 Associate of Arts degrees, 6,081 Associate of Science degrees, and 808 certificates were awarded; (4) a total of $59,050,453 in general funds were allocated to the colleges for fiscal year 1989-90; and (5) a total of 972 faculty were employed, of whom 56% were employed full-time. (HAA)

ED 407 050 JC 970 280

University of Hawaii Community Colleges Annual Report, 1990-91. Academic Year 1990-91 (September 3, 1990 to May 28, 1991) and Fiscal Year 1990-91 (July 1, 1990 to June 30, 1991).
PUB DATE- 91
NOTE- 40p.; For a series of these annual reports covering 1988 to 1992/93, see JC 970 278-282. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; Educational Certificates; *Educational Finance; *Enrollment; *Institutional Characteristics; *Institutional Mission; Mission Statements; Outcomes of Education; Student Characteristics; Teacher Characteristics; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *University of Hawaii Community College System

ED 407 067 PS 025 080

Maaka, Margaret J.; Lipka, Pamela A.

Inviting Children To Be Literate: A Curriculum for the 21st Century.

PUB DATE- 96

NOTE- 8p.; Paper presented at the Annual Conference of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Learning; *Curriculum Development; *Educational Improvement; *Elementary School Curriculum; Grade 6; Instructional Effectiveness; *Instructional Innovation; Intermediate Grades; Learning Strategies; Outcomes of Education; Participative Decision Making; Student Development; Student Motivation; Student Needs; *Student Participation; Teamwork

IDENTIFIERS- Hawaii

This paper presents preliminary information from the first part of a long-term study of curriculum development in a sixth grade classroom in Hawaii. It describes: (1) the teaching practices implemented; and (2) the literacy attitudes and habits that developed within this environment. A ten-year veteran teacher with teaching experience across the elementary school grade levels and her sixth grade, full inclusion class of 27 students are participating in the program. The teaching practices include sharing expectations and the offer of co-ownership of the curriculum for the year; inviting children to set up the room and develop and institutionalize the classroom guidelines; daily meetings as a class group to reinforce a sense of camaraderie and community pride; developing a non-competitive, collaborative learning and teaching environment; fostering independent learning; examining and monitoring relationships within the classroom, especially those that promote high self-esteem; developing methods of assessment that support rather than dictate the curriculum; and enthusiastically exploring the world of knowledge with the children and having fun doing so. The data, collected through classroom observations, a student survey, and student interviews, indicated that the curriculum, which is anchored in the assumption that people are valuable, able, and responsible, positively impacts the learning experience of children in this elementary classroom. (Contains 9 references.) (AA)

ED 407 068 PS 025 082

Colbert, Judith A.

Licensing from the Provider's Point of View.

PUB DATE- Dec 95

NOTE- 11p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (Washington, DC, November 29-December 2, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Information; *Certification; Child Care

PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; *Children; *Educationally Disadvantaged; Foreign Countries; *Homeless People; International Organizations; Poverty Programs; Social Problems
IDENTIFIERS- *Africa; UNESCO; UNICEF

For many African children today, the grim realities of everyday life are far removed from models of education based on traditional wisdom. Part of an attempt to draw the attention of a wide public to the situation of street children, this book focuses on the educational aspects of a problem from which no country is spared. The book focuses particularly on African cities, and also describes activities of UNESCO, which has launched a special program on the education of street children and working children. The book contains the following chapters: (1) Introduction; (2) Different Continents, the Same Story; (3) Childhood in Africa, Then and Now; (4) The Street Child: a Composite Profile; (5) What About School?; (6) Wanted: a Sympathetic Ear; (7) Getting to the Root of the Problem; (8) Different Continents, the Same Story (continued); (9) What Can be Done?; (10) Dangerous Crossroads; and (11) Postscript. Appendices contain extracts from the World Declaration on the Survival, Protection, and Development of Children, and extracts from the Convention on the Rights of the Child. (WJC)

ED 407 086 PS 025 197

A Workable Balance: Report to Congress on Family and Medical Leave Policies.
PUB DATE- 96
NOTE- 329p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Dual Career Family; *Employed Parents; Employed Women; Employee Assistance Programs; Employer Employee Relationship; Family Environment; *Family Health; Family Life; Family Problems; *Family Programs; *Family Work Relationship; *Federal Legislation; Labor Conditions; Leaves of Absence; Medical Services; Quality of Working Life; Work Environment
IDENTIFIERS- *Family and Medical Leave Act 1993; Family Support; *Parental Leave

The competing demands of the workplace and the home have intensified over the last 25 years as the nation has experienced dramatic social and economic changes affecting businesses, employees, and families. In 1993, Congress passed the Family and Medical Leave Act (FMLA) to provide a national policy that supports families in their efforts to strike a balance between the demands of home and work. This report from the Department of Labor's Commission on Leave provides an initial assessment of family and medical leave policies in general and of the FMLA in particular. The report includes a discussion and analysis of the pertinent research, including a review of the literature, two commissioned surveys, a number of smaller studies, and three public hearings on family and medical leave. The findings indicate that the FMLA has had a positive impact on employees overall. The legislation has succeeded in replacing the piecemeal nature of voluntary employer leave policies and state leave statutes with more consistent and uniform standards. The findings also indicate that the FMLA has not been the burden to business that some had feared. For most employers, compliance is easy, the costs are nonexistent or small, and the effects are minimal. The findings indicate that most periods of leave are short, most employees

The Five to Seven Year Shift: The Age of Reason and Responsibility.
PUB DATE- Nov 96
NOTE- 484p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Age Differences; *Child Development; Child Responsibility; Children; Cognitive Development; Cultural Influences; *Developmental Continuity; *Developmental Stages; Dyslexia; Emotional Development; Memory; Outcomes of Education; Primary Education; Self Concept; Sibling Relationship; Social Development; Student Adjustment; Thinking Skills
IDENTIFIERS- Brain Development; Stability (Personal); Theory of Mind

This book reviews the contemporary state of knowledge on developmental transitions between 5 and 7 years. Contributions are: (1) "Interpreting Developmental Transitions" (Arnold Sameroff; Marshall Haith); (2) "The Child's Entry into the 'Age of Reason'" (Sheldon White); (3) "Is There a Neural Basis for Cognitive Transitions in School-Age Children?" (Jeri Janowsky; Ruth Carper); (4) "Unidimensional Thinking, Multidimensional Thinking, and Characteristic Tendencies of Thought" (Robert Siegler); (5) "A Recursive Transformation of Central Cognitive Mechanisms: The Shift from Partial to Whole Representations" (Pierre Mounoud); (6) "Shifting to an Interpretive Theory of Mind: 5- to 7-Year-Olds' Changing Conceptions of Mental Life" (Michael Chandler; Chris LaLonde); (7) "Memory Development from 4 to 7 Years" (Katherine Nelson); (8) "Schooling and the 5 to 7 Shift: A Natural Experiment" (Frederick Morrison; And Others); (9) "The 5 to 7 Shift in Reading and Phoneme Awareness for Children with Dyslexia" (Richard Olson; And Others); (10) "Developmental Changes in Self-Understanding across the 5 to 7 Shift" (Susan Harter); (11) "Fearfulness: Developmental Consistency" (Joan Stevenson-Hinde; Anne Shouldice); (12) "Sibling Relationships and Perceived Self-Competence: Patterns of Stability between Childhood and Early Adolescence" (Judy Dunn); (13) "Developmental Transitions in Children's Participation in Sociocultural Activities" (Barbara Rogoff); (14) "The 5 to 7 Transition as an Ecocultural Project" (Thomas Weisner); (15) "The Impact of the Family on Children's Early School Social Adjustment" (Joan Barth; Ross Parke); (16) "Shifting Ecologies during the 5 to 7 Year Period: Predicting Children's Adjustment during the Transition to Grade School" (Gary Ladd); (17) "Combining Endogenous and Exogenous Factors in the Shift Years: The Transition to School" (Sharon Kagan; Peter Neville); (18) "Performance in Context: Assessing Children's Achievement at the Outset of School" (Samuel Meisels); and (19) "The 5 to 7 Year Shift: Retrospect and Prospect" (Marshall Haith; Arnold Sameroff). (KDFB)

ED 407 106 PS 025 308

Linking Community Health Centers with Schools Serving Low-Income Children: An Idea Book.
PUB DATE- Jun 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

for their children, with the eventual goal of helping children identify situations that need advocacy and to take responsibility for advocating for themselves. Section 1, "Rights and Responsibilities," delineates parents' rights and responsibilities regarding their children's education. Section 2, "20 Questions: Common Concerns among Parents," presents answers to specific questions ranging from whether parents can request a specific teacher to how much to tell their child's teacher about their family life. In Section 3, "When Our Children Are in Trouble," parents and professionals discuss how to handle clashes between school authorities and students and how to advocate when the child is clearly breaking a rule. Section 4, "When Our Children Have Special Needs," provides an overview of federal and Alaska state law, and advice from parents who are veterans of special education advocacy. Section 5, "When Cultures Collide," discusses how to advocate for children from Alaska Native, American Indian, African American, and Hispanic families. Section 6, "Effective Communication," offers tips on how to navigate the system of public education and presents the "Ladder of Participation," a communications model. Section 7, "Resource Guide," lists statewide agencies and organizations and hotline numbers for parents and children. (KDFB)

ED 407 123 PS 025 351

Samaras, Anastasia P.; Wilson, Josephine C.
Making the Road by Walking It: Launching an Inner-City Family-School Involvement Program Using Technology.
PUB DATE- Apr 97
NOTE- 22p.; Paper presented at the Annual International Study Conference of the Association for Childhood Education International (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *After School Programs; Blacks; College School Cooperation; *Computer Uses in Education; Educational Technology; Elementary Education; *Family School Relationship; Family (Sociological Unit); Higher Education; Inner City; *Parent Attitudes; Parent Participation; Partnerships in Education; Program Descriptions; *Story Telling; *Urban Education
IDENTIFIERS- African Americans

This project, "First Teachers," studied urban African-American families' perceptions of an after school involvement program which incorporates family storytelling and writing using computers. The project also examined the development and maintenance of university partnerships with inner-city school families, families' interaction and teaching strategies using computers, and the training of preservice and inservice teachers in a sociocultural-based family-school involvement model. Participating were two elementary schools in partnership arrangements with a university education department. One school is public and the other parochial with 90 to 100 percent of the students being African-American. Students in kindergarten through third grade and their families were invited to participate in the 1-hour, 1 day-a-week, after school program. The program is being implemented in 1996-97 through workshops conducted with school faculty and university education students. Children and families explore computers and co-author family stories and create family albums through telling, writing, and illustrating stories on computers. Data on family

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; Child Health; Childhood Needs; Children; *Developmental Stages; *Emotional Development; Family School Relationship; *Mental Health; *Mental Health Programs; Preschool Education; *Psychological Needs; Resource Materials; Staff Development; Training Methods; Workshops
IDENTIFIERS- *Project Head Start

This training guide is intended to help Head Start staff promote mental health for all members of the Head Start Community, by means of activities that build skills in creating responsive, respectful relationships with co-workers, parents, and children. The guide has five working sections, the first three of which are training modules. Each of the modules details module outcomes, key concepts, background information, questions for discussion and reflection, learning activities, points to consider, and ideas to extend practice. Handouts are included for each module. Module 1 focuses on the question, "where does mental health come from?" Ideas addressed include protecting and supporting resiliency of children, the family, and the community. Module 2 addresses getting to know the whole child. Ideas addressed include developmental stages, individual differences, the Head Start environment, the home environment, skills and knowledge, satisfying emotional needs, and temperament characteristics. Module 3 focuses on getting to know ourselves. Ideas addressed include creating a mentally healthy workplace, stress busters, and headache visualization. The guide's section continuing professional development provides suggestions and areas for personally developing a better program environment. Contains resources including 14 books and manuals, 4 Head Start publications, 5 national organizations, and 2 videos. (SD)

ED 407 142 PS 025 375

Enhancing Health in the Head Start Workplace. Training Guides for the Head Start Learning Community.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 96
NOTE- 141p.; For other guides in this series, see ED 348 160, ED 398 220-222, and PS 025 367-376.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Employee Assistance Programs; *Employees; *Health Education; Health Needs; *Health Programs; *Health Promotion; Obesity; Physical Health; Preschool Education; Resource Materials; Smoking; Staff Development; Stress Management; Training Methods; Workshops
IDENTIFIERS- *Employee Health; Health Behavior; Health Policy; *Project Head Start

This training guide is intended to increase the understanding and skills of Head Start managers and directors to: (1) identify the ways in which employee health affects the organization's effectiveness; (2) design training programs that encourage employees to improve their own health; (3) understand how the

Graduates; Mortality Rate; Poverty; Prenatal Care; Preschool Education; *Social Indicators; State Surveys; Statistical Surveys; Suicide; Unemployment; Violence; *Well Being; Youth Problems
IDENTIFIERS- *Colorado; *Indicators; Vaccination

This 1997 Kids Count report examines challenges to Colorado children and youth and how prevention and early intervention can enhance their well-being. The report includes a summary of recent research on brain development and the importance of early experience and stimulation in early intervention programs. The levels of state funding for various programs serving children and their families are delineated. The statistical report is based on 12 indicators of child well being: (1) child poverty; (2) paternity establishment; (3) early prenatal care; (4) low birth weight; (5) infant mortality rate; (6) teen birth rate; (7) immunizations; (8) health insurance; (9) child abuse deaths; (10) teen suicide rate; (11) high school graduation rate; and (12) youth unemployment. Results indicate that Colorado has met its first goal, identified in 1990's Children's Campaign, by reducing the infant mortality rate to 6.9 per thousand. There has been excellent progress on paternity establishment and immunization, and slower progress on early prenatal care and teen births. Progress on goals for child abuse and neglect, health insurance, and teen suicide is stagnant. Lack of progress on low-weight births and high school graduation rates is also troubling. The report challenges the state to promote health, intellectual, emotional, and behavioral growth of all Colorado children by championing preventive health care, quality child care, and family support during children's formative years. (KDFB)

ED 407 159 PS 025 402

Homann, Erika
Attachment and Affect Regulation in Depressed Mothers and Their Adolescent Daughters.
PUB DATE- Apr 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Affective Behavior; Attachment Behavior; Comparative Analysis; *Daughters; *Depression (Psychology); Emotional Development; *Mothers; *Parent Child Relationship; Self Control
IDENTIFIERS- Affective Disorders; Mediating Factors; *Security of Attachment

This study assessed the associations of maternal attachment classification with mother and daughter depression and affect regulation, with the hypothesis that affect regulation might mediate between attachment and depression both within and between generations. Twenty-five dysthymic mothers, 25 non-depressed mothers, and their adolescent daughters, ages 15 to 20 recruited from Ann Arbor, Michigan, and surrounding communities were interviewed using the Adult Attachment Interview. Self-report measures of depression (Center for Epidemiological Studies-Depression Scale) and affect regulation (Affect Regulation Scale) were also administered. Results indicated that most dysthymic mothers were insecure, and most depressed daughters had insecure mothers. A moderate

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; Children; Comparative Analysis; *Corporal Punishment; *Discipline; Factor Analysis; *Parent Attitudes; Parent Child Relationship; Parents; *Religious Cultural Groups; Religious Differences
IDENTIFIERS- Parenting Styles

This study examined: (1) whether parents of different religious affiliations varied in their reported use of a range of discipline techniques; and (2) religious differences in parents' attitudes about the corporal punishment they received as children, and the corporal punishment they administer to their own children. Data were collected from 79 mothers and 39 fathers of 118 3-year-old children. Eighty percent of the participants were European-Americans, 2 percent African-American, 15 percent Hispanic-American, with 3 percent not reporting ethnic affiliation. The majority of parents had at least a college degree; 88 percent had an annual family income of $30,000 and above. The parents completed three questionnaires: Demographics, including religious affiliation; Parental Responses to Child Misbehavior; and Parental Attitudes Toward Spanking (PATS). Four groups were formed on the basis of religious affiliation: (1) liberal Protestants; (2) conservative Protestants; (3) Roman Catholics; and (4) no preference. Results indicated that religious affiliation was associated with the types of discipline parents reported using in an average week; conservative Protestants reported spanking significantly more often than parents in the other three groups. A factor analysis of items from the PATS revealed four factors: perceptions of Appropriateness and Severity of spanking received from their parents, and the Instrumentality and Emotionality associated with spanking their own children. Conservative Protestants rated their own childhood spankings as appropriate more often than did parents in two or more of the other groups, and they endorsed more strongly the belief that spanking is instrumentally effective with their own children. (Contains 8 references.) (KDFB)

ED 407 176 PS 025 444

Saarni, Carolyn
Emotion Management and Strategies for Social Interaction.
PUB DATE- Apr 97
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Beliefs; *Child Development; Childhood Attitudes; Children; *Emotional Development; Emotional Response; *Interpersonal Competence; Interpersonal Relationship; Self Control; Sex Differences; Social Cognition; Theories
IDENTIFIERS- Emotional Expression; Emotions; *Scripts (Knowledge Structures); Social Constructivism

Emotion scripts provide children with culturally meaningful emotional experiences and plans of action for managing feelings and the circumstances surrounding emotional experiences. In an effort to understand how developing children acquire these emotion scripts, two studies described here investigated how the preschool years, young children may not be able to venture outside the family home because they are prevented from going out to play. During the school years, community and family violence takes a high toll on children's development. Children whose energies are drained through worry about violence have difficulty learning in school, and the cognitive functioning of children traumatized by violence can be compromised. Children who have been mistreated may have trouble getting along with others, and children whose only role models use physical force to solve problems may be unable to learn nonaggressive ways of social interaction. Children who live with violence may repress feelings, have difficulty seeing themselves in meaningful roles, feel helpless, and regress to an earlier stage of development. Children's ability to cope with violence is influenced by their temperament and by their parents' abilities to withstand the stresses of poverty and violence. School and day care staff can help children deal with the consequences of violence by offering them alternative perceptions of themselves and teaching them skills for getting along in the world. (BC)

ED 407 193   RC 020 781

Lawrence, Barbara Kent
Working Memory: An Ethnographic Case Study of the Influence of Culture on Education.
PUB DATE- 13 Oct 96
NOTE- 50p.; Paper presented at the Annual Meeting of the National Rural Education Association (San Antonio, TX, October 13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Aspiration; Case Studies; Community Attitudes; *Cultural Context; Cultural Influences; Educational Attainment; *Educational Attitudes; *Ethnography; High Schools; Higher Education; Research Methodology; *Rural Areas; Rural Education; Rural Sociology; Rural Urban Differences; School Community Relationship; Small Towns; Social Science Research; Student Educational Objectives
IDENTIFIERS- *Cultural Values; Rural Culture; Tremont School District ME

This report overviews the rationale for conducting an ethnographic study of cultural factors that influence student aspiration in Tremont, a small rural community on Mount Desert Island, Maine. Although Tremont is the poorest community on Mount Desert Island, Tremont students scored as well or better on the Maine Educational Assessment than did students from more affluent communities. However, although the high school graduation rate of Tremont students is high, relatively few students go on to postsecondary education. This report details the process of an ethnographic case study and summarizes several anthropological and sociological theories about rural communities and their culture. Tentative conclusions include: cultural anthropology can identify factors that affect the way students learn; ethnography is useful in understanding the ways in which a particular culture affects students; triangulating ethnography with a quantitative approach provides useful data for policy development; the close connection between Tremont and its elementary school reflects the integrity and homogeneity of the community; the local culture of Tremont does not value postsecondary education as highly as secondary education; tensions divide year-round residents and summer residents; the availability of "inherited jobs" such as

Staffing Survey (SASS) provides periodic data on public and private schools in the United States. The Student Records Questionnaire was added during the 1993-94 cycle of SASS to collect student-level data from public schools, private schools, and schools funded by the Bureau of Indian Affairs (BIA). The schools provided information from their administrative records for randomly selected students; American Indian and Alaska Native (AIAN) students were oversampled. Extensive data tables present total national enrollments by type of school, race/ethnicity, sex, community type (rural/urban), and region; describe characteristics of AIAN students (tribal membership and enrollment, currently taught or counseled by AIAN staff); and provide information from BIA schools, public schools, and private schools for AIAN students, other minority students, and White non-Hispanic students, and for males and females on the following: (1) students who withdrew, dropped out, or were chronically truant and reasons for the behavior; (2) students receiving special programs or services; (3) disabilities; (4) retention in grade; (5) junior high and high school students enrolled in various science and mathematics courses; (6) students enrolled in various Native studies, culture, and language courses; (7) students who completed advanced placement courses; (8) high school juniors and seniors who sent transcripts to colleges; and (9) students whose primary language is not English and those with limited English proficiency. Technical notes detail survey content, methodology, and definitions. Appendices include standard error tables, the Student Records Questionnaire, and a list of SASS data products. (SV)

ED 407 210 SE 055 749

Guidebook to Excellence 1994: A National Directory of Federal Resources for Mathematics and Science Education Improvement.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 277p.; For related directories, see SE 055 750-759.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Federal Programs; Mathematics Curriculum; *Mathematics Education; Resource Materials; Science Curriculum; *Science Education; State Programs
IDENTIFIERS- Dwight D Eisenhower Math and Science Educ Program

The purpose of this directory is to assist educators, parents, and students in attaining the National Education Goals, particularly Goal 4: "By the year 2000, U.S. students will be first in the world in science and mathematics achievement." The guidebook describes programs, along with contact information, that assist students who will go on to study in college or technical school, as well as programs to improve general mathematical and scientific literacy. The directory is divided into three sections. Section One: Agency Overviews contains general information about each of the 16 federal agencies that collaborated with the Eisenhower National Clearinghouse to produce this publication. Each agency highlights its involvement in mathematics and science education and acquaints the reader with agency-specific background information. Section

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Context; Cultural Influences; Higher Education; Interviews; *Participant Observation; Science Careers; *Science History; *Scientists; *Sex Differences

This paper reports on a study of a group of university women working in science at an academic institution. The group included professors, graduate students, researchers, post-doctoral students, and science educators. Data were collected in the form of interviews, field notes taken during participant observation, and analysis of group materials and other documents. The analysis includes particular description in the form of vignettes and direct quotes, general description in the form of taxonomies and diagrams, and interpretive commentary to provide explanation and connection within the analysis. This report also addresses the forming of powerful networks, obstacles to making it in the science field, and leaving the narrow academic track. The results of this study show the importance of providing women and girls with social networks, and emphasize how important it is that the science community consider the fact that most scientists are members of families. The minimal role that women scientists have in making decisions related to professional standards is also discussed. Contains 28 references. (DDR)

ED 407 226 SE 059 944

Aufshnaiter, Stefan V.; Welzel, Manuela
Learning Processes in the Field of Electricity: Results of a Cross Age Study.
PUB DATE- 27 Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Concept Formation; *Constructivism (Learning); Discovery Processes; Elementary Secondary Education; Foreign Countries; Grade 10; Grade 11; Grade 5; Individual Characteristics; *Individual Development; *Learning Processes; *Physics; Science Education; *Social Influences; Teaching Methods
IDENTIFIERS- Germany (Bremen); *Situated Learning

Over the past 10 years, numerous empirical investigations of learning in physics have been carried out at the Institute of Physics Education (IPE) at the University of Bremen in Germany. The objectives of these investigations were: (1) to describe in detail individual learning processes; (2) to construct theoretical principles of individual learning processes at different age levels; and (3) to test curriculum based on the work of the first two objectives. The studies were grounded in a situated cognition framework. According to situated cognition theory, knowledge is ultimately grounded in each individual's actions with the material and the social world. On the basis of empirical studies at several age levels, a detailed framework that includes operationalizations for levels of situated learning was developed. This framework allows for quantification of certain aspects of the development of situated cognition in terms of complexity. It provides

(2) "A Vision of Effective Science Education"; (3) "Planning for Change"; (4) "Leadership"; (5) "Curriculum, Instruction, and Assessment"; (6) "Professional Development"; (7) "Financing Science Education Reform"; (8) "Collaborators in Reform"; (9) "Equity"; and (10) "Postscript." The appendix includes resources for science education reform. (JRH)

ED 407 246 SE 060 143

Frechtling, Joy A.; And Others
Teacher Enhancement Programs: A Perspective on the Last Four Decades.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- Jun 95
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Educational History; Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; *Mathematics Teachers; *Professional Development; Public Schools; *Science Teachers; *Teacher Education

The term "teacher enhancement" is recent; however, its underlying goal--to improve, broaden, and deepen the disciplinary and pedagogical knowledge of elementary and secondary teachers employed in public schools--has been addressed by educators and educational policymakers in the past, usually through the mechanism of inservice training. This report presents a perspective on teacher enhancement programs over the last four decades. Chapters include: (1) "Historical Perspectives on Current Teacher Enhancement Programs in Science and Mathematics" covering the period before the 1950s to the 1990s; (2) "Current Teacher Development/Enhancement Programs in Science and Mathematics"; and (3) "What Evaluations Tell Us about the Impact of Teacher Enhancement Programs". Appendices include lists of teacher enhancement programs and teacher enhancement programs with evaluation components. (JRH)

ED 407 247 SE 060 144

Teacher Preparation and NSF Collaboratives for Excellence in Teacher Preparation. FY 96 Awards.
PUB DATE- 96
NOTE- 69p.; Replaces NSF-96-82.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Awards; Educational Change; Educational Strategies; Elementary Secondary Education; *Engineering Education; Higher Education; Knowledge Base for Teaching; *Mathematics Education; Program Descriptions; *Science Education; *Teacher Education; *Technology Education
IDENTIFIERS- National Science Foundation

The National Science Foundation's (NSF) Directorate for Education and Human Resources (EHR) is responsible for providing national leadership and support for improving the quality of science, mathematics, engineering, and technology (SME&T) education from kindergarten through graduate school. The ultimate goal is to achieve excellence in the preparation of future U.S. teachers who are knowledgeable in their content areas and in the practice of teaching, creative and enthusiastic, and dedicated to life-long learning. This publication provides project

Reflective Teaching; *Science Instruction
IDENTIFIERS- *Conceptual Change

This paper discusses various aspects of conceptual change instruction and research related to conceptual change strategies. The role played by teachers in the conceptual change process has been neglected in the research and understanding that role requires that: (1) the Conceptual Change Model of Posner provide a reasonable framework for thinking about change and how the change can be documented; (2) teachers are acquainted with conceptual change research; and (3) the implementation of the principles of conceptual change instruction is seen as a process. In addition to framing the problem, other sections of this paper address thoughts on the conceptual change model, science content, metacognition, and the role of the learner. The conclusions pertain to the social construction of the content and classroom environment, the importance of engaging students in activities designed to elicit metacognitive reflection, and the need for students to accept and assume the role of active learner. Contains 16 references. (DDR)

ED 407 268 SE 060 207

Beeth, Michael E.; Hennessey, M. Gertrude
Teaching for Understanding in Science: What Counts as Conceptual Change?
PUB DATE- 1 Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, April 1, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; Grade 6; Intermediate Grades; Learning Theories; Middle Schools; Physics; Problem Solving; Science Education; *Scientific Concepts; Teaching Methods
IDENTIFIERS- *Conceptual Change

In this study, a conceptual change model serves as a theoretical underpinning for analyzing what might count as evidence of conceptual change. Theoretical components of the conceptual change model include the status a conception has for learners, and the conceptual ecology of knowledge within which conceptions are believed to survive and have meaning. In an elementary school sixth grade classroom, conversations among students (n=29) and between teacher and students were recorded and analyzed to document claims about the role of status and the conceptual ecology to student learning. The following questions were addressed: (1) Does the teacher address theoretical constructs similar to those of the conceptual change model?; (2) What demands does the teacher place on the construction of knowledge?; (3) What conceptions of force and motion do students have following instruction?; and (4) What influences does adopting theoretical constructs presented by the teacher have on learning? Students regularly applied constructs of intelligibility, plausibility, and fruitfulness when discussing force and motion, and they recognized anomalies in their thinking and the implications these anomalies had for their thinking. The metacognitive abilities that allowed these students to comment on the status of their conceptions and to provide evidence for their ideas met the cognitive demands of learning in this classroom. (PVD)

ED 407 269 SE 060 208

(13) "There's More to Being Chinese in America than Chop Suey: Narrative Drawing as Criticism in Oakland Chinatown" (Florence Wong); and (14) "Art Bridging Boundaries" (Shifra M. Goldman). Information about the contributors concludes the anthology. (MM)

ED 407 291 SO 026 673

Tetrick, Gwen; Heintzelman, Ann
Tales of Oceania.
SPONS. AGENCY- Indiana Humanities Council, Indianapolis.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131),Reference Materials - Geographic Materials (133)
DESCRIPTORS- Adult Education; Art Education; Dance; Elementary Secondary Education; Folk Culture; Foreign Countries; Instructional Materials; Interdisciplinary Approach; Language Arts; Maps; *Multicultural Education; Music; Social Studies; *Visual Arts
IDENTIFIERS- Australia; *Oceania

This resource packet contains extensive bibliographies; mail order resources; a map; videographics; an Oceania time line; thematic units plans, including suggested activities; an outrigger canoe diagram; and sample student work. This packet should prove invaluable to any teacher wishing to develop a comprehensive unit on Australia or any of the Oceania islands. The materials conclude with policy statements from the Indiana Humanities Council, and the U.S. Bureau of Public Affairs Current Policy No. 871, and grant information from the Indiana International Forum. (DQE)

ED 407 292 SO 026 674

Resources for Artist & Community Groups. Philadelphia Folklore Project Working Paper 11. Revised.
PUB DATE- 94
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Art Education; *Community Resources; Elementary Secondary Education; *Financial Support; *Folk Culture; Multicultural Education
IDENTIFIERS- Pennsylvania (Philadelphia)

This publication lists national, regional, and Pennsylvania-specific organizations that provide technical or financial assistance to artists and community groups. Special emphasis is given to those foundations that have funds earmarked for traditional/folk arts. Art organizing suggestions for achieving equitable funding in the arts and letters to Pennsylvania private and public funding groups also are included. (DQE)

ED 407 293 SO 026 675

Stepping in Time.
PUB DATE- Feb 94
NOTE- 45p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

DESCRIPTORS- Antisocial Behavior; *Catholics; *Conflict Resolution; Elementary Secondary Education; Human Dignity; *Peace; Problem Solving; Prosocial Behavior; *Violence

This booklet presents the statement of the United States Catholic Conference on the topic of violence in society and how as a nation and as individuals people must work to ensure a more peaceful world. The booklet addresses the need for a moral revolution and a renewed ethic of justice, responsibility, and community. Several examples of renewal are described in dioceses, parishes, and schools across the country. Sections include: (1) "Introduction"; (2) "A Culture of Violence"; (3) "Catholic Tradition, Presence, and Potential"; (4) "A Framework for Action"; (5) "We Can Be More Than We Are"; and (6) "Conclusion." Suggestions for action are given for the parish, the individual, educators, the family, public policy, the community, youth ministry, communications, and the global solidarity, peacemaking movement. (EH)

ED 407 315 SO 027 091

A Catholic Campaign for Children and Families: Parish Resource Manual.
PUB DATE- 92
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholics; *Children; *Conflict Resolution; *Family (Sociological Unit); Human Dignity; *Peace; Problem Solving; Prosocial Behavior

This booklet contains the statement of the United States Catholic Conference, "Putting Children and Families First: A Challenge for Our Church, Nation, and World," and provides a comprehensive resource for organizing church and community action to improve the conditions of children in the nation. A practical planning guide, support materials, clip art, bulletin quotes, and liturgical and preaching guides and models are included. Chapters on "Catholic School Resources" and "Religious Education Resources" (p.41-44) provide a specific link to education. Discussion questions and resource information complete the guide. (EH)

ED 407 316 SO 027 105

Barr, Marilynn G.
International Spring and Summer Festivals. Projects and Patterns for Holiday Gifts, Greetings, Ornaments, Decorations, and Classroom Displays. A Good Apple Seasonal Idea/Activity Book for Grades 1-6.
PUB DATE- 95
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Activities; *Cultural Activities; Cultural Awareness; Cultural Context; Elementary Education; Foreign Countries; *Global Education; *Holidays; Leisure Time; *Multicultural Education; Religious Holidays; Social History;

who is ready to be an independent learner, but is unable to because he or she is in the process of developing the necessary skills. The quadrant three student needs low direction from the librarian, and occasional support as subject matter becomes more difficult. The quadrant four group consists of faculty members and students who have reached the goal of independent library user. In this paper, situational leadership theory is used to discuss how to assess the experience and developmental stages of adult learners, hearing-impaired students and students for whom English is a second language. Student characteristics and supportive behavior of the instructor are charted. (Contains 35 references.) (AEF)

majority of any leaders time. Since department, division, or college leaders should be role models of communication skills, they must promote attitudes and behaviors essential to open communication. Sharing information is another important element in open communication and can promote the success of any new idea or process. Although decision-making is rarely a one person process, it is critical that members of an institution trust that their leader will make the best decision for the institution and for them. While it takes a team to create success, ultimately it is the leader who must set the pace and be aware of and accountable for problems. (TGI)

population; individual institutions report to their local board of trustees, rather than the central state body; and the two-year schools actually began before passage of the state's Community College Act in 1963, with many branch campuses originally separate from their main campuses. The organization of five of the first community colleges in the state, initiated by local counties and based on local support, illustrate the problems of the decentralized system. As the colleges were formed, two lawsuits were filed by residents in separate counties to block their establishment and resulting relations between institutions have been competitive and confusing. Contains 35 references. (HAA)

Providing information on programs, students, and faculty at the University of Hawaii Community Colleges, this report reviews data for the 1990-91 academic and fiscal years (FYs). The first section reviews systemwide accomplishments for the year, describes efforts related to international education, and presents an agenda for action. The organizational structure and mission of the colleges are then presented and 1990-91 data are provided on enrollment, degrees and certificates awarded, tuition, general funds appropriations, programs of study, disciplines, special programs and community services, and student and faculty characteristics. Next, demographic and enrollment data are presented for each of the system's seven community colleges and one training center. The final sections discuss goals and plans for 1993-99 and provide a roster of college staff. Highlighted data include the following: (1) in fall 1990, 23,727 students were enrolled in credit courses in the colleges; (2) 11,878 students were enrolled in Liberal Arts and Sciences, while 2,844 were in Business Education, 2,804 were in Technology, and 982 were in Public Services; (3) in 1989-90, 1,083 Associate in Science degrees, 836 Associate in Arts degrees, and 274 certificates were awarded; (4) in FY 1990-91, $60,765,631 of general funds were appropriated to the system; (5) in 1990-91, 22% of the students were Caucasian, 21% were Japanese, and 17% were Filipino; and (6) 1,198 faculty were employed in 1990-91, of whom 58% were employed full-time. (HAA)

Occupations; *Child Caregivers; Credentials; Early Childhood Education; Foreign Countries; *Government Role; Legal Responsibility; *Legislation; Standards; State Legislation; State Licensing Boards

IDENTIFIERS- Child Care Legislation; License Agreements; *Licensing Programs

This paper examines licensing from the provider's point of view. It is based on the premise that a healthy relationship between the licenser and licensee is based on knowledge and the free exchange of information. More specifically, four areas are examined: (1) licensing, as one of the many forms of regulation in our society; (2) legislation, as the authority granting the right to license (the roles of licensing statutes and regulations are discussed, as well as the overall points a licensee should know); (3) literature, which highlights the importance for licensees to have as much background knowledge as possible in relation to licensing requirements and the relevant literature in their field; and (4) locality, which underlines the importance of providers' knowing their particular licensing situations, especially when licensed settings are shared with work sites, churches, schools, or other organizations. The paper suggests that licensing is a powerful tool for regulating service delivery and protecting the health, safety, and welfare of vulnerable populations. It asserts that if all parties know and accept their roles in the licensing process, they are more likely to ensure better outcomes for children, families, and society at large. (AA)

return to work, and reduced turnover seems to be a tangible positive effect. Findings suggest that the FMLA is a significant step in helping a larger cross-section of working Americans meet their medical and family caregiving needs while still maintaining their jobs and economic security. The report concludes with seven appendices, including a fact sheet on the FMLA, commissioner biographies, commission activities, additional views of commissioners, tables, information on the surveys, and a 98-item bibliography. (SD)

ED 407 087 PS 025 198

Stine, Sharon
Landscapes for Learning: Creating Outdoor Environments for Children and Youth.
PUB DATE- 97
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Architecture; Case Studies; Children; Design; *Design Requirements; *Educational Environment; Outdoor Activities; *Outdoor Education; Physical Activities; Physical Education; Physical Education Facilities; *Physical Environment; Play; Playground Activities; Playgrounds; Recreational Facilities; Site Development
IDENTIFIERS- *Landscapes; Outdoor Recreation; *Physical Properties; Playground Design; Playground Equipment

The purpose of this book is to help designers and teachers think about the quality of outside school environments as learning places. The first chapter defines the players' roles as: (1) the designer, a maker of school form; (2) the teacher, the maintainer of the environment; and (3) the child, who is a major force in the use of the space. These players, their roles, and their interactions are described, along with the forces that shape the players' interactions. Chapter 2 places the players in a setting and, by describing the dimensions of this setting, explores a common vocabulary. The nine pairs of contrasting elements essential in any play environment are also introduced. Chapter 3 describes the process of development of outside space in two schools over an 80-year time span, and Chapter 4 presents an analysis of the process of finding a fit or congruence between a physical setting and the users of the setting. Chapter 5 describes four design elements and summarizes their implications via case studies. Chapter 6 focuses on adults and research into the variety of educational settings and adult responses to them. The final chapter focuses on the potential of outside spaces to be safe settings for learning. Contains about 180 references. (SD)

Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Child Health; Children;
*Community Health Services; Cooperative Programs; Economically
Disadvantaged; Elementary Secondary Education; Health Needs;
*Health Programs; Health Promotion; *Integrated Services; *Low
Income; Low Income Groups; Migrant Programs; Outreach Programs;
*School Community Programs; School Community Relationship;
School Health Services; School Role; Sick Child Care
IDENTIFIERS- *Community Health Center Programs

By working together, pooling resources and energy, both health centers and schools can do more to help children to be ready to learn and to reach their full potential as citizens. This book focuses on establishing links between schools serving low-income children and community or migrant health centers. The book is organized into three chapters corresponding to critical steps in the development of a school-linked program and contains advice, recommendations for further reading, and checklists. The first chapter guides readers from initial consideration of a school-linked program through the organization of a planning group. This chapter provides an overview of issues that sites should anticipate in the process of program design and implementation. The second chapter explores key issues to consider during the actual design and implementation of the program. This chapter is organized by key topics, including gathering data, organizing support, deciding which services to provide and where, determining a staff configuration, establishing a structure, financing the project, addressing confidentiality and consent issues, cultivating community involvement, and building in plans for self-assessment and evaluation. The third chapter examines issues that develop during ongoing operation and expansion of school-linked health initiatives and key issues which affect program stability and sustainability, especially long-term financial concerns. Four appendices contain a glossary of health and education terms, reference charts and sample forms used by an existing site, contact information, and profiles of the nine sites studied. (SD) perceptions were collected through audiotaped semi-structured interviews. Preliminary findings indicated that: (1) there is a large variation in family-child interaction and teaching styles that support children's learning and families' knowledge about children's learning; (2) families are able to observe other families who care deeply about their children's education in a housing project community; and (3) families note a sense of reciprocal helping interactions. (Contains 41 references.) (KDFB)

ED 407 124 PS 025 352

Margolin, Edythe
Making Our Philosophy a Classroom Reality for Children.
PUB DATE- Apr 97
NOTE- 14p.; Paper presented at the Annual International Study Conference of the Association for Childhood Education International (Portland, OR, April 9-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Creativity; *Early Childhood Education; *Educational Philosophy; Humor; Self Esteem; *Teaching Methods; *Theory Practice Relationship
IDENTIFIERS- Gardner (Howard); Multiple Intelligences

This paper examines linkages between educational philosophy and classroom activities and presents 10 guidelines for early childhood teachers and administrators to effectively strengthen these linkages. The 10 guidelines are: (1) each child has a capacity to respond to what the teacher brings to the classroom; (2) educators need to open the world to children; (3) although some children come from a low income background, they can be attracted to and understand what the teacher brings to them; (4) teachers can unwittingly limit creativity by the words they use with children; (5) educators can help children learn personal hygiene and health practices; (6) educators can help children make gains at school by helping them know that they are valued as individuals; (7) educators need to teach children about technology; (8) educators need to recognize cultural diversity; (9) language learning is essential to the acquisition of knowledge, rational thought, and reasoning processes, and affects personality development; and (10) humor is important and children need to be allowed to be silly in activities involving poetry, singing, dancing, and art. The paper also asserts that most teachers have high ideals for children in their classroom and know how their behavior affects children's enjoyment and learning. Analyzing self-behavior is therefore worth the effort to bring changes in one's behavior to benefit children. (Contains 13 references.) (KDFB)

organization contributes to the overall health of its employees; and (4) implement policies that allow employees to enjoy the best health possible. Each of the guide's five modules details module outcomes, key concepts, background information, questions for discussion, learning activities, points to consider, and ideas to extend practices. Handouts are included for each module. Module 1 addresses the question, "why care about health in the workplace?" and focuses on the concerns that many managers and Head Start Policy Council members have about working on employee health issues. Module 2 addresses the question, "what does wellness mean for our staff members?" recasting worksite health promotion on a personal level. Module 3 addresses the issue of making changes in behavior for better health and applies the latest research and practice on self-change to the health needs of Head Start staff. Module 4 addresses creating a healthy organizational climate, and includes the work environment's effect on employee health. The final module takes these four broad principles and applies them to the significant staff health issue of being overweight. Contains 11 print and 3 organizational resources. (SD) curvilinear relationship was found between mothers' and daughters' depression. Dysthymic mothers used fewer adaptive affect regulation strategies than non-depressed mothers. Depression in both mothers and daughters was correlated with high use of maladaptive strategies and with a lower tendency to use successful strategies more often than unsuccessful strategies. There was no association between affect regulation and attachment, even though depression was associated with both attachment and affect regulation. Results suggested that maternal insecurity may be a stronger influence than actual symptoms of depression on daughter depression, both independent of and in interaction with the mother's own depression. The proposed mediating role of adaptive versus maladaptive affect regulation was not supported; however, other dimensions of affect regulation, such as defense mechanisms, may perform this mediating role. (Contains eight references and nine tables.) (Author/KDFB) children deploy emotion scripts to manage challenging social exchanges. A third study investigated children's beliefs about coping strategies. The first study (1984) used the disappointing gift paradigm in which children thought they would get something desirable when they did not. Results indicated that 6- to 8-year-olds, especially boys, expressed negative emotions to communicate their disapproval of the gift. Ten- to 11-year-olds, especially girls, focused on ensuring that the gift-giver would approve of them, and avoided hurting the gift-giver's feelings. The second study (1992) involved children's expectancies for how to cheer up a despondent person who had previously been very friendly. Seven-year-olds tended to look generally negative, while 12-year-olds produced the most positive expressive behavior along with the most tension behaviors. In the third study (in press), a normal and a sexually abused sample of 6- to 8-year-olds and 10- to 12-year-olds selected the best and worst coping strategies and justified their choice. There were no age, gender, or abuse-related differences in selected strategies. Younger children provided more simplistic justifications than older children. Problem-solving was most often cited as the best coping strategy when feeling shamed or angry, support-seeking when sad, and both strategies when fearful. Distancing was identified as the best strategy when one's feelings were hurt. Aggression was overwhelmingly selected as the worst option regardless of situation. (Contains 20 references.) (KDFB)

caretaking and fishing deter some students from seeking postsecondary education; cultural norms and values influence students' decisions about postsecondary education; and cultural differences between teachers and students make it difficult for them to appreciate each other. Appendices include information on workers in Tremont, valuation and tax spending of Mount Desert Island communities, dropout rates for Mount Desert Island communities, and student intentions to pursue postsecondary education. Includes tables, graphs, and a bibliography. (LP)

ED 407 194 RC 020 856

Olivas, Margarita Refugia
Latina Sororities and Higher Education: The Ties That Bind.
PUB DATE- 9 Nov 96
NOTE- 48p.; Paper presented at the Annual Convention of the American Educational Studies Association (Montreal, Quebec, Canada, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Ethnicity; Females; Group Unity; Higher Education; Hispanic Americans; Mexican Americans; Self Concept; Sex Role; *Social Support Groups; Social Values; *Sororities; Student Adjustment; *Student Attitudes
IDENTIFIERS- *Cultural Values; Hispanic American Students; *Latinas; Respect

Research on U.S. "Greek" sororities has typically addressed issues dealing with White women in higher education. In contrast, this case study sought to identify the cultural behaviors and group norms that serve to enhance academic achievement and reinforce personal growth among members of a Latina sorority. In fall 1993, interviews were conducted with 12 members of a Latina sorority at a northwestern university. Their testimonies reveal that the reasons for joining this Latina sorority are in profound contrast to those given by White women who join sororities. Moreover, the members view the organization as a means for preserving or regaining an individual, yet collective, ethnic identity. Additionally, findings indicate that the formation of this Latina sorority was a response to institutionalized racism; feelings of isolation and alienation; needs for emotional, psychological, and social support; and a need to belong to a family. Cultural themes that emerged from the data relate to family, sisterhood, gender role expectations, community, and respect (for oneself and others). Latina sororities such as this one provide a refuge in an often hostile environment, fulfill needs not met by family or the academic world, and help students to empower themselves. Contains 70 references. (Author/SV)

Two: National Programs for Elementary and Secondary Education features nationwide agency-sponsored mathematics and science programs. Each program entry includes the program name, a brief program description, and contact information. Section Three: State Highlights lists, within state and territory groupings, agency resources that are available at the local level. The document concludes with an index of teacher programs; student programs; comprehensive programs; evaluation, dissemination, and technical assistance programs; and educational technology programs. (MKR)

perspectives for a better understanding of learning and teaching processes and an improvement in curriculum design. Contains 42 references. (Author/PVD)

ED 407 227 SE 059 945

Brewer, Steven D.
Constructing Student Problems in Phylogenetic Tree Construction.
PUB DATE- Mar 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *Concept Teaching; *Evolution; Fundamental Concepts; Higher Education; Instructional Development; Knowledge Base for Teaching; Models; *Problem Solving; Schematic Studies; Science Education; Teaching Methods
IDENTIFIERS- *Phylogenetics

Evolution is often equated with natural selection and is taught from a primarily functional perspective while comparative and historical approaches, which are critical for developing an appreciation of the power of evolutionary theory, are often neglected. This report describes a study of expert problem-solving in phylogenetic tree construction. Results from that study are then used to describe problems in this domain and factors that govern problem difficulty. A problem-based approach to the teaching and learning of evolution was considered. Three series of research problems were constructed that varied the numbers of solutions, taxa, and characters. Each problem consisted of a matrix of coded and polarized phylogenetic data organized by taxa and characters. Nine expert phylogenetic systematists participated in the research project by thinking aloud while constructing phylogenetic trees to account for the problem data matrices. All of the experts agreed that the problems were a realistic characterization of the concepts and processes central to their discipline. Simple tree construction problems such as these allow students to become familiar with the processes used by scientists to explain evolutionary history. The appendix contains a primer of phylogenetic assumptions, diagrammatic elements, and terms. Contains 15 references.(PVD) descriptions for Teacher Preparation Awards and NSF Collaboratives for Excellence in Teacher Preparation Awards. The projects described received either new, continuation, or supplemental awards in Fiscal Year 1996. Projects funded through the Collaboratives program and projects funded through other programs managed by the Division of Undergraduate Education (DUE) are included. These projects provide models of exciting programs in teacher education that have the potential for significant national impact. The content and pedagogy serve a diverse set of students and institutions, and respond to the call for new directions. (JRH)

ED 407 248   SE 060 145

Hackling, Mark W., Ed.
Proceedings of the Annual Western Australian Science Education Association Conference (21st, November 29, 1996, Perth, Western Australia, Australia).
PUB DATE- Nov 96
NOTE- 199p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Chemistry; Classroom Environment; *Computer Uses in Education; Concept Formation; *Constructivism (Learning); Educational Strategies; Elementary Secondary Education; Foreign Countries; General Science; Higher Education; Multimedia Materials; Physics; *Science Curriculum; *Science Instruction; Sex Differences; Technology
IDENTIFIERS- Australia

This proceedings is comprised of the edited papers presented at the 21st meeting of the Western Australian Science Education Association (WASEA). The 26 papers included here relate to many different topics such as proportional reasoning, the state of primary science in Western Australia, faculty culture, concept formation in elementary science, use of technology, employing a constructivist philosophy in curriculum and instruction, understanding the atomic model, use of multimedia materials, understanding chemical equations, differentiating heat and temperature, managing science equipment, prior knowledge, social justice in school science, portfolio assessment, gender-inclusive technology, culturally sensitive learning environments, kinematics graphs, and delivery of an inclusive science curriculum. (DDR)

Beeth, Michael E.; And Others

Teaching from a Constructivist Paradigm: A Way of Knowing and Learning or a Case of "Pedagogical Tricks?"

PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Teaching; *Constructivism (Learning); *Educational Objectives; *Educational Philosophy; *Epistemology; *Learning Theories; Science Education; *Teaching Methods
IDENTIFIERS- *Trickery

There is widespread acceptance that teaching from a constructivist paradigm requires a learning environment, a set of teaching-learning strategies, and a method of assessment that differs significantly from those usually found in classrooms that operate from a behaviorist theory or from an objectivist epistemology. There is, however, less unanimity about the nature of a constructivist paradigm, how the paradigm can be interpreted to create a teaching-learning environment that operates from a constructivist perspective, or whether the teaching-learning process that operates from a constructivist perspective is a prime example of "pedagogical tricks" in action. This paper records an interactive symposium addressing the question of whether teaching from a constructivist perspective should be considered a case of "pedagogical tricks". Contributors to this discussion address these issues by presenting their individual perspectives in their own voices rather than synthesizing individual perspectives into a conceptual whole. A brief synopsis of participant research interests is included to help the reader put the participants' comments into context. Contains 48 references. (PVD)

PUB TYPE- Collected Works - Serials (022),Historical Materials (060)
DESCRIPTORS- Adult Education; Aesthetics; *Art Education; *Blacks; Dance; Drama; *Folk Culture; Higher Education; Interdisciplinary Approach; *Multicultural Education; Music; Secondary Education
IDENTIFIERS- *African Americans; Entertainment; Musicals

This special commemorative theme issue features a Philadelphia Folklore Project that sought to encourage a wider discussion about art and the politics of culture; to document and explore the history of a significant folk art form--in this case, tap dancing--from the perspective of the generation of African American women and men who "came up" in the 1920s-40s; and to create a forum for presentation and discussion of these issues. Following an introduction and a section titled "Performers' biographies," seven essays present in-depth testimonies from the artists as they trace Philadelphia vernacular tap traditions and discuss aesthetics of the art as well as the range of customs and performances. Featured artists include Hortense Allen Jordan, Libby Spencer, Edith Hunt, Henry Meadows, and Tommy Jordan. (DQE)

*Social Studies

This seasonal idea/activity book for grades 1-6 features interesting facts on the origins of traditions and customs of spring and summer festivals from around the world. There are numerous hands-on art activities, a map of each country or continent of the activity's origin, and a brief explanation of each tradition. Areas and countries of the world include: (1) Africa (Egypt, Nigeria, Sierra Leone, and Burkina Faso); (2) Antarctica; (3) Asia (India, Japan, China, Korea, and Malaysia); (4) Australia; (5) Europe (Bulgaria, Greece, Romania, Iceland, and Ireland); (6) North America (Mexico and the United States); and (7) South America (Peru, Venezuela, Chile, and El Salvador). A section called "Around the World" focuses on St. Patrick's Day, Easter, April Fool's Day, Passover, May Day, and Independence and Flag Days. A 13-item bibliography concludes the book. (EH)

ED 407 317 SO 027 111

Boston, Bruce O.
Connections: The Arts and the Integration of the High School Curriculum.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Educational Change; Fine Arts; High Schools; Humanities; *Integrated Activities; *Interdisciplinary Approach; Organizational Change; *Unified Studies Curriculum

This report seeks to build a case for the potential value of arts-centered cross-disciplinary approaches as a possible way to integrate an often-fragmented high school curriculum. Stressing that there is no universal panacea for the complex and multi-layered issues of school reform and change, the report suggests a possible vision that could lead to a new milieu for what teachers teach and how students learn in U.S. high schools. Sections of the report include: (1) "Purposes and Premises of the Report"; (2) "Cross-Disciplinary Study"; (3) "The Arts and Cross-Disciplinary Study"; and (4) "Current Contexts and Future Prospects." Two appendices and a 105-item bibliography accompany the text. (EH) student quizzes are provided on the CD-ROM. The interactive function allows the user to import additional digitalized pictures in order to create specialized presentations. The barcoded, annotated videodisc Guide Book, and the CD-ROM Index locate specific items and allow data grouping by keyword category. (MM)

ED 407 336 SO 028 010

The American History Videodisc (Second Edition), CD-ROM, and Master Guide Multimedia.
PUB DATE- 96
NOTE- 0p.; Master Guide authored by Constance B. Schulz. For other multimedia products by the same publisher, see SO 028 008-009.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Architecture; Art; Art History; Elementary Secondary Education; Fine Arts; History; Human Geography; Hypermedia; Instructional Materials; *Interdisciplinary Approach; Modern History; *Multimedia Materials; North American History; Presidents of the United States; Secondary Education; Social Studies; *United States History

This resource represents a virtual library of still and moving images, documents, maps, sound clips and text which make up United States history from the Pre Columbian era to the early 1990s. The interdisciplinary range of materials included is compatible with standard textbooks in middle and high school social science, social studies, history, and art history courses and is designed for interactive use by teachers and/or students. The videodisc provides access to 2,512 still images, with captions and overviews, for research, independent study, or a wide range of instructional purposes. Images include illustrations, paintings, and photographs of historical figures and events, political cartoons, historic sites, architecture, artifacts and works of art. Sixty eight motion picture clips present persons and events from Theodore Roosevelt and the Rough Riders to President Clinton and Newt Gingrich. Sound bites pair brief recordings by individuals who made history or were witnesses to historic events with appropriate visual images and printed captions. The materials are arranged in 10 sections according to time period. Each section contains an overview, narrated by Charles Kuralt, which may be used as an introduction or a review of the period presented. Basic, intermediate, and advanced level student quizzes are provided on the CD-ROM. The interactive function allows the user to import additional digitalized pictures and create specialized presentations. The barcoded, annotated videodisc Master Guide, and the CD-ROM Index locate specific items and allow data grouping by keyword category. (MM)

ED 407 337 SO 028 036

Mueller, Peggy; Turkovich, Marilyn
Cloth Crafts of India: Cotton and Silk, Trade and History.
PUB DATE- 87
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

*Political Issues; *Politics; Secondary Education; Social Studies; *Values; Values Education; Voting

This issue of "Media & Values" explores the growing influence of mass media on the election process in the United States. The essays present various interpretations of that influence and the implications for the nation. The magazine is divided into three sections. The introductory section includes: (1) "Where Have All the Leaders Gone?" (Daniel Schorr); (2) "Packaging Politics: Truth or Consequences" (Kathleen Jamieson); and (3) "Money, Media and 'Electability'" (Kathy Bonk). Section 2, "Election Reflections: An Issue Forum," contains the essays: (1) "Power Politics: Reporting the Real Issues" (Robert Manoff); (2) "A Journalist's View: Reaching Beyond Images" (Cokie Roberts); (3) "Democracy Requires Access to Media Alternatives" (Sharon Maeda); (4) "Liberate Candidates with Free TV" (Hazel Henderson); (5) "Whatever Happened to the Voter?" (Gordon Feller); (6) "Of Money and Politics" (Senator Ted Stevens; Senator Alan Cranston); (7) "Press Conferences: Linking President and People" (Norman Cousins); and (8) "Local Groups Raise Level of Media Debate" (Katherine Ragsdale). Section 3, "Reflection/Action," includes: (1) "Women: First Ladies Convey Feminine Independence" (Sally Steenland); (2) "Children: TV Tool Teaches Election Basics" (Judith Myers-Walls); (3) "Pastoring: Faith Can Counter Campaign Cynicism" (Peter Paulsen); (4) "Minorities: TV Images Reflect Changing America" (Carlos Cortes); (5) "Global Scene: Voters Still Seeking Leadership, Vision" (Keval Joseph Kumar); (6) "Family Life: Standing Up for Ideas and Dreams" (Helen Graham); and (7) "Youth: Training Creates Media Wise Voters" (Bill Wolfe). (EH)

ED 407 358   SO 028 079

Thoman, Elizabeth, Ed.; Silver, Rosalind, Ed.
Coming of Age, Media and the Mature Audience. Media & Values 45.
PUB DATE- 89
NOTE- 29p.; For related items, see SO 028 077-082. Journal subtitle: "A Quarterly Resource for Media Awareness."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Aging Education; *Aging (Individuals); *Mass Media; *Mass Media Effects; Mass Media Role; *Older Adults; Secondary Education; Social Studies; *Television Viewing; *Values

This issue of "Media & Values" explores the influence of mass media on the perceptions about aging in our society. The essays present various interpretations of that influence and the implications for the society. Articles in the "Awareness/Analysis" section include: (1) "Granny Bashing: New Myth Recasts Elders as Villains" (Ronald F. Pollack); (2) "Lifeline or Leisure: TV's Varied Role" (Kathaleen Reid); (3) "Attacking Ageism: Stereotypes Give Way to Active Advertising" (Robert Wood); (4) "On-Line Connection Makes Friends for Seniors" (Mary Furlong); (5) "Going for the Gold: Prime Time's Sexy Seniors" (Mary Cassata; Barbara Irwin); and (6) "How Does Hollywood Handle Ageism?" (Dorothea Petrie; Daniel Petrie). Articles in the "Reflection? Action" section are (1) "Social Justice: TV Sidesteps Real Life Struggles" (Donna Demac); (2) "Children: Media Help Fill Grandparent Gap" (Judith Myers-Walls); (3) "Pastoring: Senior Productions Raise Self-Esteem" (Peter Paulsen); (4) "Women: Stereotype Shifts to Sexy Schemers" (Sally Steenland); (5) "Youth: Big Chill Cools Lost Generation" (Bill Wolfe); (6) "Family Life: Media Helps Harvest History and Heritage" (Helen H. Graham); (7) "Video Visits Help Families Say 'I Love You'" (Barbie White); (8) "How to Watch

Detailed explanations of the legal issues involved in teacher evaluation are discussed in this concise handbook. The basis for discussion is a self-assessment designed for response by the reader. The answers to the self-assessment instrument and explanations of them are discussed under 13 headings: (1) The Use of Test Scores; (2) Negotiability and Arbitrability; (3) Remediation Plans and Probationary Period; (4) Noncompliance with State Law; (5) Noncompliance with Local Policies; (6) Subjective Criteria and Data; (7) Race, Sex or Disability Discrimination; (8) Outspoken Evaluatees; (9) Videotaping; (10) Defamation; (11) Other Costly Consequences; (12) Insubordination; and (13) Open Records Legislation. Attachments include: a summary chart of legislation, regulations, and guidelines for the 50 states and a list of the chart citations; a resource list; and an appendix listing the results of the assessment as taken by participants at Harvard s Institute on School Law. (SPM)

ED 407 379   SP 037 294

Ganser, Tom
Promises and Pitfalls for Mentors of Beginning Teachers.
PUB DATE- Apr 97
NOTE- 13p.; Paper presented at the Conference on Diversity in Mentoring (Tempe, AZ, April 5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Faculty Development; *Helping Relationship; *Mentors; *Teacher Attitudes; Teacher Supervision; *Teaching Experience
IDENTIFIERS- *Protege Mentor Relationship

Mentoring programs for beginning teachers are designed to retain good teachers by providing them with psychological support and instructional assistance and introducing them to the cultures of the school and the district. Being a mentor also figures prominently in veteran teachers' professional development. An examination of the literature reveals that veteran teachers frequently characterize working closely with beginning teachers as a source of new ideas about curriculum and teaching. Mentors report that mentoring has forced them to be reflective about their own beliefs about teaching, students, learning, and teaching as a career, and provided them with opportunities to validate the experience they have gained over the years. Prospective mentors, however, need early training and ongoing support as mentors. A major pitfall for mentoring programs is failing to understand the role of mentoring within the broader context of beginning teacher induction; e.g., it is inappropriate to view the primary role of mentors to be the remediation of weak teachers. Moreover, if beginning teachers are not adequately committed to teaching, mentoring may actually lead them out of a teaching career rather than into one. (Contains 19 references.) (ND)

ED 407 380   SP 037 296

Hawk, Parmalee P.
An Accelerated Alternative Licensure Program To Recruit Minorities.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English

*Values Education
IDENTIFIERS- *Critical Pedagogy; *Moral Education; Netherlands

Values education, moral development, critical thinking, and critical pedagogy are important educational concepts, each with its own philosophical and political background and educational practices. This paper reports on efforts to link elements from these different approaches to the secondary education curriculum. First, a model of "Teaching and Learning Values" is described, along with "values stimulation"--the values teachers find important for their students are expressed in the content of their instruction and in the way they guide the learning process. In a study of 415 teachers, results indicated that teachers not only pass knowledge and skills onto their students, but also stimulate them in developing certain values. Four methods teachers use in teaching values are identified. In a second study, teachers from five upper secondary schools participated in an examination of the connection between stimulating certain values by teachers and students' critical thinking. Interviews with these teachers focused on how they see their task in developing values in their students; examples of strategies used by these teachers are discussed. In a third study, 43 students indicated their preference that teachers indicate differences in values and express the values they themselves find important. Cognitive strategies and values of students are also explored. (Contains 43 references.) (ND)

ED 407 398 SP 037 314

Perrenet, Jacob; Terwel, Jan
Interaction Patterns in Cooperative Groups: The Effects of Gender, Ethnicity, and Ability.
PUB DATE- Mar 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Cooperative Learning; Ethnicity; Foreign Countries; *Group Dynamics; *Interpersonal Communication; *Leadership; Secondary Education; Secondary School Students; *Sex Bias; *Sex Role; Teaching Models
IDENTIFIERS- *Netherlands

The central question of this study was how gender, ethnicity, and ability influence students' participation in small cooperative groups, especially in relation to leadership. Interaction processes during cooperative group work were recorded in detail on the basis of direct observation and audio-recordings, and transcripts were analyzed by "pattern analysis." The study involved one Dutch school, two teachers, and three classes. All students followed mathematics as well as mother-tongue instruction, as specified in a specially designed curriculum for learning in cooperative groups. In all classes about a third of the students were from non-European backgrounds, mostly North-African (Moroccan). In the analysis eight patterns were distinguished. Some of these were constructive (e.g., the "accepted leadership and delegation" patterns) others were destructive (e.g., "dictatorship" and "sabotage" patterns). When the captain was a girl the boys offered resistance most of the time, while resistance by the girls was the exception. When a boy had the role of captain there was hardly any resistance. Study findings indicated that the gender of the student who takes the role of captain is very important in leadership confirmatory factor analysis, the researcher begins with a hypothesis prior to the analysis. This model specifies which variables will be correlated with which factors, and which factors are correlated. The process of confirmatory factor analysis is described, and it is emphasized that it is important to realize that more than one model may accurately describe the data and that a number of fit indices should be used to determine the fit of the various models. Methods that may increase the fit of the researcher's model to the data are described. (Contains 22 references.) (SLD)

ED 407 417   TM 026 438

Minke, Amy
The Six Two-Mode Factor Analytic Models.
PUB DATE- Jan 97
NOTE- 20p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; *Factor Analysis; Factor Structure; Research Design; *Research Methodology
IDENTIFIERS- *R Technique Factor Analysis

With the advent of the computer and user-friendly statistical software packages, factor analysis has become accessible to most researchers. However, conventional factor analysis, or R-technique, is only useful for research concerning types or groups of variables. Educational and psychological researchers are often interested in types of people, and R-technique is often incorrectly used in these research situations. However, appropriate factor analytic models exist to address research questions related to people, occasions, or other entities. This paper discusses the six basic factor analytic models and when they are appropriate, and it cites specific examples with the research questions they addressed. The six models discussed are: (1) R-technique, the usual factor analysis; (2) Q-technique, used for assessing types of people or groups of people; (3) P-technique, used to show changes in scores for the same person at different times; (4) O-technique, used to identify similarities in occasions for a particular individual; (5) S- technique, used to factor individuals across occasions; and (6) T-technique, used to factor occasions across individuals. The research situation and the research questions should determine the choice of factor analytic technique. (Contains 1 figure, 3 tables, and 24 references.) (Author/SLD)

ED 407 418   TM 026 440

Gray, B. Thomas
Higher-Order Factor Analysis.
PUB DATE- 24 Jan 97
NOTE- 22p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Factor Analysis; *Matrices; *Orthogonal Rotation

(SLD)

ED 407 437 TM 026 491

Common Curriculum Goals: Grades 6-8 Content and Performance Standards, by Grade Level.
PUB DATE- Aug 96
NOTE- 122p.; For related documents, see TM 026 489-492 and TM 026 496.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Course Content; Curriculum Development; Educational Assessment; Educational Change; Educational Objectives; Educational Technology; Elementary Education; English Instruction; Grade 6; Grade 8; Health Education; Intermediate Grades; Junior High Schools; Learning Strategies; Mastery Learning; Mathematics Instruction; *Performance Factors; Physical Education; Public Schools; Science Instruction; Scores; Social Studies; Standards; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Benchmarking; *Oregon

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document contains the four key parts of Oregon's curriculum and assessment system for grades six and eight. These are: (1) the common curriculum goals; (2) content standards for the subjects of English, mathematics, science, social sciences, second languages (defined by districts), the arts, health education, physical education, and technology; (3) benchmarks for grade 8; and (4) performance standards, defined as the scores students must achieve on the classroom assignments and state tests that demonstrate required mastery. Students who achieve the grade-10 standards, defined in other publications, will receive a Certificate of Initial Mastery and those who achieve grade-12 standards will receive a Certificate of Advanced Mastery. In addition to the goals and standards, this document presents common questions and answers about the state's new curriculum and assessment system, a chart that shows the shared responsibility of parts of the educational system, a timeline for adopting these educational changes, and resource information. (SLD)

ED 407 438 TM 026 492

Common Curriculum Goals: Grades 9-10, Content and Performance Standards, by Grade Level.
PUB DATE- Aug 96
NOTE- 124p.; For related documents, see TM 026 489-492 and TM 026 496.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Course Content; Curriculum Development; Educational Assessment; Educational Change; Educational Objectives;

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Art Activities; *Design Crafts; Elementary Secondary Education; *Folk Culture; Foreign Countries; Geography; Handicrafts; Instructional Materials; Multicultural Education; Non Western Civilization; Social Studies; Symbolism; Visual Arts
IDENTIFIERS- *Cotton; Folk Art; *India; *Silk; Textiles; Weaving

This resource suggests that to study India without experiencing the life of the people as represented through their folk craft traditions would be a hollow venture. History and geography are conveyed in the symbols and figures that decorate Indian crafts. Basic beliefs, ancient symbols, and religious traditions are conveyed in recurring visual images. The focus of this instructional guide is on the traditional fabric arts, including weaving, embroidery, applique, dyed, and printed materials. Background information, discussion guides, worksheets, and activities are given on topics which include: "Cotton and Trade"; "Fiber Investigation"; "East India Company and Gandhi"; "The Silk Tradition"; and "A Weaver's Village: Nuapatna." A timeline and bibliography are provided. (MM)

ED 407 338 SO 028 046

Schoon, Ruth
Then and Now: Our Legacy.
PUB DATE- 94
NOTE- 29p.; Color slides not available from EDRS. For related document, see SO 028 047.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Heritage Education; Intermediate Grades; *Local History; Middle Schools; *Social Studies; United States History
IDENTIFIERS- *South Dakota (Sioux Falls)

This document was intended for use as a script for a slide show depicting historic images of Sioux Falls, South Dakota. It may also function as an independent narrative history of the location. The history of the city from 1802 to the 1990s is presented. Descriptions of the 79 slides are included. (MM)

ED 407 339 SO 028 047

Gran, Stacy; Van Roessel, Nancy
Time Detectives: A Visual Trip Through Life in Early Sioux Falls. Teacher's Manual for Time Detectives Loan Kit.
PUB DATE- 92
NOTE- 48p.; Photographs and map not available from EDRS. For a related document, see SO 028 046.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Resources; Elementary Education; *Heritage Education; Instructional Materials; Intermediate Grades; *Local History; Middle Schools; *Social Studies; United States History
IDENTIFIERS- *South Dakota (Sioux Falls)

This manual was designed as part of a visual resource kit focusing on the history and culture of late 19th century Sioux Falls, South Dakota. Ten topics are addressed: (1) "Fort Dakota"; (2) "Streets of Sioux Falls"; (3) "Shops"; (4) "Businesses"; (5) "Public Schools"; (6) "Quarrying"; (7)

Television with Your Grandchildren" (Ellen DeFranco); (9) "Who's in Charge? A Media Questionnaire for Grandparents"; (10) "Watch/Read/Listen: Resources for Follow-up"; and (11) "Springboard to Action: Putting This Issue to Work" (Elizabeth Thoman). (EH)

ED 407 359   SO 028 080

Silver, Rosalind, Ed.
Global Communication, for the Powerful or the People? Media & Values 61.
PUB DATE- 93
NOTE- 29p.; For related items, see SO 028 077-082. Journal subtitle: "A Cornerstone of the Media Literacy Movement."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Foreign Countries; *Global Education; *Mass Media; *Mass Media Effects; Mass Media Role; Secondary Education; Social Studies; *Values
IDENTIFIERS- Africa

This issue of "Media & Values" explores the growing influence of mass media and how that influence is concentrated in the hands of a few powerful individuals or corporations. The essays present various interpretations of that influence and the implications for the world. Articles include: (1) "All Power to the Conglomerate" (Stewart Hoover); (2) "Exported Images: Boon or Invasion?" (J. Richard Munro; Tom Englehardt); (3) "Out of Africa!" (Ezekiel Makunike); (4) "Guidelines for Process Reporting"; (5) "Disaster Pornography from Somalia" (Rakiya Omaar, Alex de Waal); (6) "The Paradox of Communication" (Phil Harris); (7) "Communicating for Justice"; (8) "Brave New World" (Howard Frederick); (9) "Listen to the Beat of World Music" (Barbara Osborn); (10) "Resources for a Global Village"; and (11) "Media Are the World" (Elizabeth Thoman). (EH)

ED 407 360   SO 028 081

Silver, Rosalind, Ed.
Media and Violence. Part One: Making the Connections. Media & Values 62.
PUB DATE- 93
NOTE- 29p.; For related items, see SO 028 077-082. Journal subtitle: "A Cornerstone of the Media Literacy Movement."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Mass Media; *Mass Media Effects; Mass Media Role; Secondary Education; Social Studies; Telecommunications; *Television Viewing; *Values; *Violence

This issue of "Media & Values" explores the influence of mass media and violence in our society. The essays present various interpretations of that influence and the implications for the society. A special section entitled "Media and Violence Forum" contains 10 articles. Articles include: (1) "No Doubt About It - TV Violence Affects Behavior" (Leonard Eron); (2) "View From the Network: What Counts As Violence?" (Horst Stipp); (3) "Slasher Films May be Kids' Introduction to Sex" (Edward Donnerstein); (4) "Writers Tell Stories of a Violent Society" (Del Reisman); (5) "Public Policy Must Focus on Causes of Violence" (Peggy Charren); (6) "Suggestions for Parents: Children Can Unlearn Violence" (Judith Myers-Walls); (7) "Canada Adopts Plan to Ban Violence on Television" (H. Brooke Primero); (8) "How to Analyze the Media for Violence" (Barbara

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Teacher Certification; *Beginning Teachers; Elementary Secondary Education; Higher Education; *Minority Group Teachers; *Teacher Education Programs; *Teacher Interns; Teacher Recruitment; Teaching Skills
IDENTIFIERS- North Carolina; *Project ACT

By the year 2000, the minority teaching pool is projected to shrink to five percent, although the minority population will increase to one third of school-age students nationally. To help persons entering teaching via alternate routes, Project ACT (Alternative Certification for Teachers), an accelerated alternative licensure program was developed. Project ACT is a year long "earn while you learn" program. The four major program components are: a self-paced module focusing on the foundations of American education; five weeks of preservice training in essential teaching skills; one academic year teaching, with beginning teacher salary, in a public school with monthly Saturday seminars at the university; and development of a portfolio to document teaching competency. The essential skills focus on: (1) the learners' social, cognitive, and physical development; (2) lesson development and instructional techniques and strategies; (3) learning theories; (4) children with exceptionalities and strategies for inclusion; (5) classroom organization and management; and (6) assessment and evaluation. Project ACT candidates are employed as alternative route teachers in public schools and are supervised by local mentors and university faculty. Of the 43 candidates that have completed the program and entered the teaching workforce, 16 (37 percent) are minorities. (ND)

ED 407 381 SP 037 297

Ingersoll, Richard M.
The Status of Teaching as a Profession: 1990-91. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Jan 97
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Elementary Schools; Elementary Secondary Education; Higher Education; National Surveys; Professional Autonomy; Professional Development; Schools of Education; Secondary Schools; *Standards; Teacher Education; *Teacher Qualifications; Teachers; *Teaching (Occupation)
IDENTIFIERS- *Professionalization of Teaching; Schools and Staffing Survey (NCES)

This report examines the status of elementary and secondary teaching as a profession in the United States. The primary data source is the 1990-91 Schools and Staffing Survey (SASS) conducted by the National Center for Education Statistics. The sample used contains data from 11,589 schools. This report assesses levels of teacher professionalization in elementary and secondary schools by examining a selected set of the traditional characteristics used to distinguish professions from other occupations. Tables provide data for these criteria: (1) credentials (professional hiring requirements); (2) induction (mentor programs, effective assistance); (3)

success, although it is difficult for girls as well as boys to act as captain. The gender factor (sometimes in combination with ethnic background) seems more important than the ability factor in these processes. Although most patterns can be accommodated by the model for interaction in cooperative groups, it is recommended that a third dimension, active versus passive, be included in order to attain a more comprehensive model. (Contains 30 references.) (Author/ND)

ED 407 399   SP 037 315

Konzal, Jean L.
Attitudes: How Parental Attitudes May Influence Classroom Instructional Practices.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997); for related paper, see ED 406 380.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Educational Change; *Educational Practices; High Schools; *Instructional Leadership; Mathematics Instruction; *Parent Attitudes; *Parent Influence; *Parent Participation; Parent School Relationship; Social Studies

When parents develop negative attitudes towards new practices, powerful resistance may develop and new instructional practices may disappear. This paper examines: (1) how parental attitudes towards new classroom instructional practices influence the introduction and continuation of these practices in a school; (2) the impact of the widening gap between what parents and educators think goes on in "good" secondary school classrooms; and (3) the dilemmas faced by school leaders as they attempt to move towards common ground about what goes on in "good" secondary schools classrooms. Parents' indirect influence through self-censorship and their direct influence through active resistance are examined through case studies of math and social studies curriculum changes in a small town in New Hampshire. The math teachers ignored parental concerns, and though eventually changes were made, parents and educators were left with bad feelings and mistrust toward each other. While the social studies teachers were more proactive in addressing parents' concerns by making modifications based on perceptions of what would be acceptable to those with the most influence in the community, the concerns of those with the least influence were ignored. Study findings suggested that parents should be invited to learn with educators as new programs are considered. (Contains 25 references.) (ND)

ED 407 400   SP 037 316

Fisher, Darrell L.; And Others
Gender and Cultural Differences in Teacher-Student Interpersonal Behavior.
PUB DATE- Mar 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

IDENTIFIERS- *Second Order Effects

Higher order factor analysis is an extension of factor analysis that is little used, but which offers the potential to model the hierarchical order often seen in natural (including psychological) phenomena more accurately. The process of higher order factor analysis is reviewed briefly, and various interpretive aids, including the Schmid-Leiman solution, are discussed. An example of the use of higher-order factor analysis is provided using the Alcohol Use Inventory. The basic process of factor analysis can be conceptualized in terms of a series of matrices. A matrix of data is analyzed to produce a matrix of associations. An appropriate extraction technique is used to produce the factor matrix. An interfactor matrix of associations (factors by factors) is constructed, and factors are again extracted to yield higher order factors that can be rotated. Repeating the process will yield sequentially higher-order factors until either a single factor is extracted, or the extracted factors are uncorrelated even with rotation. Interpreting the higher order factor follows. The solution proposed by J. Schmid and J. Leiman (1975)"orthogonalizes" the factors by residualizing the variance from the primary factors and attributing it to the second-order factor alone. This approach gives another look at a data set that may provide useful information. Higher-order factor analysis is not often used, but it has the potential to aid interpretation. (Contains 1 figure, 6 tables, and 29 references.) (Author/SLD)

ED 407 419 TM 026 441

Stapleton, Connie D.
Basic Concepts in Exploratory Factor Analysis (EFA) as a Tool To Evaluate Score Validity: A Right-Brained Approach.
PUB DATE- 7 Jan 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeast Educational Research Association (Austin, TX, January, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; Factor Analysis; *Factor Structure; *Scores; *Test Validity
IDENTIFIERS- *Exploratory Factor Analysis

This paper reviews the basic processes of exploratory factor analysis (EFA) with regard to evaluating test score validity. Construct validity is the focus of the paper. The similarity between the processes of construct validation and EFA is described and the use of EFA as a tool to explore score validity is explored. Factor analysis is a method for determining the number and nature of the variables that underlie large numbers of variables or measures. It tells the researcher what tests or measures belong together. Construct validity is studied when the test user wants to draw an inference from the test score to performances that can be grouped under the label of a particular psychological construct. Factor analysis, long associated with construct validity, is a useful tool to evaluate score validity. It is emphasized that validity is not a property of tests, but rather a property of test scores. The identification of the number of factors that underlie a set of variables and the determination of whether factors are correlated or uncorrelated can be helpful in evaluating test score validity. (Contains 24 references.) (SLD)

Educational Technology; English Instruction; Grade 10; Grade 9; Health Education; *High Schools; Learning Strategies; Mastery Learning; Mathematics Instruction; *Performance Factors; Physical Education; Public Schools; Science Instruction; Scores; Social Studies; Standards; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Benchmarking; *Oregon

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document contains the four key parts of Oregon's curriculum and assessment system for grades 9 and 10. These are: (1) the common curriculum goals; (2) content standards for the subjects of English, mathematics, science, social sciences, second languages (defined by school districts), the arts, health education, physical education, and technology; (3) benchmarks for grade 10; and (4) performance standards, defined as the scores students must achieve on the classroom assignments and state tests that demonstrate required mastery. Students who achieve the grade-10 standards will receive a Certificate of Initial Mastery and those who achieve grade-12 standards will receive a Certificate of Advanced Mastery. In addition to the goals and standards, this document presents common questions and answers about the state's new curriculum and assessment system, a chart that shows the shared responsibility of parts of the educational system, a timeline for adopting these educational changes, and resource information. (SLD)

ED 407 439   TM 026 495

Hurley, Marlene M.; Eisan, Winifred A.
Methods of Measuring Affective Impacts from Integrating the Arts into Core Curricula.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Evaluation Association (Atlanta, GA, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Art Education; Core Curriculum; Curriculum Development; Elementary Secondary Education; Evaluation Methods; Formative Evaluation; *Integrated Activities; Interdisciplinary Approach; *Measurement Techniques; Outcomes of Education; Program Evaluation; Qualitative Research; Standards; *Student Attitudes; Surveys
IDENTIFIERS- Impact Evaluation; Multiple Intelligences

Mixed methodology was used in the formative evaluation of an integrated Arts-in-Education program during the first year of a 3-year program involving four schools and three grade levels (grades 2, 6, and 10). A quantitative/qualitative survey instrument was administered to approximately 400 students to help assess the success of the program. Surveys were analyzed by coding all questions (quantitative and qualitative) into descriptive variables. New variables were formed during the analysis process, resulting in enriched outcomes and greater understandings. Strong student support and enthusiasm for the program, strong and positive evidence of integration of the arts curriculum content at all grade levels, and strong

"Harvesting"; (8) "Transportation"; (9) "Cataract Hotel"; and (10) "Recreation." Each topic includes a brief history and/or background information. Questions for student discussion require analysis of photographic images provided in the kit. Suggested activities are related to the topics and may be adapted for use independently of the photographic resources. A 4-item bibliography concludes the manual. (MM)

ED 407 340 SO 028 048

Scoffham, Stephen
St. Augustine's Abbey Canterbury: A Resource Book for Teachers.
PUB DATE- 88
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Archaeology; *Architecture; Built Environment; Christianity; Elementary Secondary Education; European History; Field Trips; Foreign Countries; *Heritage Education; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; *Medieval History; Social Studies; Teaching Guides; Western Civilization
IDENTIFIERS- England; *English History; *Saint Augustines Abbey (England)

This resource book is for teachers in England who would like to visit St. Augustine's Abbey with their students. The first part consists of background information, documents, and advice on how to plan and prepare for the visit. The second part is aimed at pupils aged 9 years and over. It includes a trail of the site, a set of classwork sheets and a crossword puzzle. St. Augustine's Abbey, now in ruins, is one of the most ancient Christian foundations in England. Established in 598, it became an important center of learning and culture during the Anglo-Saxon period. It continued to flourish under the Normans and remained in constant use until the Dissolution. The walls of the old abbey still stand in a grassy field a short walk from the centre of Canterbury. A Time Chart concludes the guide. (MM)

Osborn); (9) "Watch, Read, Listen: Resources on Violence in the Media"; and (10) "Beyond Blame: Media Literacy as Violence Prevention" (Elizabeth Thoman). Other articles in the issue are (1) "Making Connections"; (2) "Babylon Revisited" (Walter Wink); (3) "Strung Out on Aggression" (Charles M. Johnston); (4) "Growing Up Violent" (David Barry); and (5) "A Tale of Three Countries" (Brandon Centerwall). (EH)

ED 407 361   SO 028 082

Silver, Rosalind, Ed.
Media and Violence. Part Two: Searching for Solutions. Media & Values 63.
PUB DATE- 93
NOTE- 29p.; For related items, see SO 028 077-081. Journal subtitle: "A Cornerstone of the Media Literacy Movement."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Mass Media; *Mass Media Effects; Mass Media Role; Secondary Education; Social Studies; Telecommunications; *Television Viewing; Values; *Violence

This issue of "Media & Values" explores the influence of mass media and violence in society. The essays present various interpretations of that influence and the implications for the society. A special section entitled "Forum: Searching for Solutions" contains 5 articles. Articles include: (1) "20 Ways to Create a Culture of Caring" (Jay Dover); (2) "Superbowl Commercial Raises Awareness"; (3) "Banding Together for Change"; (4) "Imagine...A Media of Meaning" (Elizabeth Thoman); and (5) "Taking A Stand Against Violent News" (Barbara Osborn). Other articles in the issue are (1) "Challenging the Myths of Media Violence" (Rosalind Silver); (2) "Like Money in the Bank" (Elayne Rapping); (3) "Media Must Tell Truth about Violence" (Deborah Prothrow-Stith); (4) "New Heroes for a New Age" (Arthur Kanegis); (5) "Now, A Word from Mother" (Megan Rosenfeld); (6) "No More Blood at Eleven" (Kitty Felde); (7) "What's Wrong with the Ratings" (Barbara Wilson); and (8) "What Other Countries Do about Ratings" (Joel Federman). (EH)

professional development (continuing education support, participation in professional organization activities); (4) specialization (in-field teaching by secondary level teachers); (5) authority (teachers' decision making influence of school board, principal, and faculty); and (6) compensation (starting salary, maximum salary, paid benefits). Analyses are provided regarding differences in professionalization based on school size and the poverty level of the student populations for public schools, and the orientation or affiliation of private schools. Although all schools exhibited some characteristics of professional workplaces, it was found that most were lacking in or fell short on a number of the characteristics. Two appendixes list standard statistical error factors for tables and additional resources regarding the Schools and Staffing Survey. (Contains 63 references.) (JLS)

DESCRIPTORS- *Classroom Environment; *Cultural Differences; Foreign Countries; *Interpersonal Communication; Mathematics Teachers; Questionnaires; Reliability; Science Teachers; Secondary Education; Secondary School Students; Secondary School Teachers; *Sex Differences; *Student Attitudes; *Teacher Student Relationship; Validity
IDENTIFIERS- Australia (Tasmania); Australia (Western Australia); *Questionnaire on Teacher Interaction

The purpose of this study was to determine associations between science and mathematics students' perceptions of their classroom learning environments, the cultural backgrounds and gender of students, and their attitudinal and achievement outcomes. The subjects were 3,994 students from 182 secondary school science and mathematics classes in 35 coeducational schools in Western Australia and Tasmania. The students completed a survey including the Questionnaire on Teacher Interaction (QTI), an attitude to class scale, and questions relating to cultural background. Statistical analyses have confirmed the reliability and validity of the QTI for secondary school science and mathematics students. Generally, the dimensions of the QTI were found to be significantly associated with student attitude scores. In particular, students' attitude scores were higher in classrooms in which students perceived greater leadership, helping/friendly, and understanding behaviors in their teachers. Females perceived their teachers in a more positive way than did males, and students from an Asian background tended to perceive their teachers more positively than those from the other cultural groups used in the study. (Contains 24 references). (Author/SPM)

ED 407 420 TM 026 442

Woolley, Kristin K.

How Variables Uncorrelated with the Dependent Variable Can Actually Make Excellent Predictors: The Important Suppressor Variable Case.

PUB DATE- Jan 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 23-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Correlation; *Predictor Variables; *Regression (Statistics); *Suppressor Variables
IDENTIFIERS- *Variance (Statistical)

Many researchers are unfamiliar with suppressor variables and how they operate in multiple regression analyses. This paper describes the role suppressor variables play in a multiple regression model and provides practical examples that explain how they can change research results. A variable that when added as another predictor increases the total correlation coefficient squared (R squared) is a suppressor variable. Suppressor variables measure invalid variance in the predictor measures and serve to suppress this invalid variance. Two practical examples of the effects of suppressor variables are given. One involves the selection of airplane pilots and the other concerns the determination of behaviors that predict a woman's intention to have a Pap test. An appendix presents a classroom demonstration that demonstrates the importance of identifying suppressor variables and how they affect research outcomes. (Contains three figures and nine references.) (SLD)

evidence of the curriculum's span of multiple intelligences and multiple learning areas were found. Implications for year two of the program and its evaluation are discussed. An appendix summarizes information about learning standards, multiple intelligences, and learning areas. (Contains 17 references.) (Author/SLD)

ED 407 440 TM 026 496

Common Curriculum Goals: Kindergarten-Grade 5 Content and Performance Standards, by Grade Level.
PUB DATE- Aug 96
NOTE- 212p.; For related documents, see TM 026 489-492.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Accountability; Achievement Tests; Course Content; Curriculum Development; Educational Assessment; Educational Change; Educational Objectives; Educational Technology; Elementary Education; English Instruction; Health Education; Learning Strategies; Mastery Learning; Mathematics Instruction; *Performance Factors; Physical Education; Public Schools; Science Instruction; Scores; Social Studies; Standards; *State Programs; Test Construction; *Testing Programs
IDENTIFIERS- *Benchmarking; *Oregon

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document contains the four key parts of Oregon's curriculum and assessment system for kindergarten through grade 5. These are: (1) the common curriculum goals; (2) content standards for the subjects of English, mathematics, science, social sciences, second languages (school districts will define second language standards), the arts, health education, physical education, and technology; (3) benchmarks for grade 5; and (4) performance standards, defined as the scores students must achieve on the classroom assignments and state tests that demonstrate required mastery. Students who achieve the grade-10 standards will receive a Certificate of Initial Mastery and those who achieve grade-12 standards will receive a Certificate of Advanced Mastery. In addition to the goals and standards, this document presents common questions and answers about the state's new curriculum and assessment system, a chart that shows the shared responsibility of parts of the educational system, a timeline for adopting these educational changes, and resource information. (SLD)

DOCUMENT RESUME
ED 406 515

RIE VOL.32 NO.9.
SEPTEMBER 1997

FROM:ED 407 441
TO:ED 407 483

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ED 407 441   TM 026 497

St. Pierre, Elizabeth Adams
A Critique of the Rational Individual of Liberal Democracy.
PUB DATE- Jan 97
NOTE- 11p.; Paper presented at the Annual International Qualitative Research in Education Conference (Athens, GA, January 9-11, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Democracy; *Educational Philosophy; Elementary Secondary Education; *Equal Education; *Liberalism; *Public Schools; *School Role; Social Problems; Thinking Skills
IDENTIFIERS- Postmodernism; *Rationalism

The gap between the theory of democracy and its practice is nowhere more evident than in the classroom, where the teachers charged with transmitting democratic values to the next generation of citizens can only repeat democracy's failures. Some people would like to separate liberalism from the concept of democracy, since they believe that the promise of democracy has been damaged by its attachment to liberalism. A different kind of democracy might be better suited to the postmodern age. Advanced ideas of democracy would require giving up the dream of a harmonious collective will and would require examination of the liberal logic of self-interest as well as liberalism's emphasis on competition. Advanced ideas of democracy would also demand an examination of the power relations of public life and attention to issues of race, class, gender, sexual orientation, age, and other social conditions. Rethinking the nature of the rational individual of liberalism is a necessity before advanced ideas of democracy can be considered. The individual of liberalism is a stable, unified, and coherent self who moves toward a more enlightened state through the right use of reason. Rationality is a concept that maintains the primacy of this autonomous and responsible self and is the key to its functioning. The logic of the rational liberal individual is a binary logic that establishes dualisms that contribute to privilege for some. Critics of liberalism find the individual to be a site of conflicting discourses, not born into an essential nature, but a creature of multiple and intersecting identities. If a different rationality is applied and a different, less stable subject identified, new ideas of democracy may be developed that promote new approaches to formerly subordinated groups. (Contains 14 references.) (SLD)

ED 407 442   TM 026 499

Bulach, Clete; And Others
Determining the Effectiveness of a School Improvement Plan.
PUB DATE- 21 Feb 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, February 21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Attendance; Cooperative Learning; Discipline; Educational

U.S. Department of Education's Office of Civil Rights and its Assistant Secretary for the Office of Special Education and Rehabilitative Services are cited as primary sources to which complaints may be directed. Other agencies are listed for particular kinds of discrimination. (SLD)

ED 407 460 UD 031 696

Fass-Holmes, Barry; And Others
Evaluation of the Charter School of San Diego, 1994-95. Assessment, Research, and Reporting Team Report No. 713.
PUB DATE- May 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Charter Schools; Citizenship Education; Discipline; Intermediate Grades; Low Achievement; *Nontraditional Education; *Parent Attitudes; Program Evaluation; *School Choice; Secondary Education; Student Attitudes; *Student Motivation; Tables (Data); *Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

The Charter School of San Diego (California) began operations in the 1994-95 school year. Its program and facilities previously operated as one of the city's alternative education programs designed to provide individualized support for holistic engagement of students, many of whom enrolled because of difficulties at comprehensive schools. The program of the present Charter School is oriented toward helping students become self-motivated, lifelong learners. The school district's Evaluation Unit performed a study of the Charter School that evaluated student academic performance, citizenship, and attitudes. The Charter School's charter states that it intends to outperform the school district. It was not possible to compare the Charter School to the district with respect to graduations, grades in elective courses, core credits efficiency ratio, and elective credits efficiency ratio. In marks on core courses, suspension rate, and expulsions, the Charter School did meet its objectives. It must be noted that the Charter School prohibits academic marks below "C," so results must be interpreted with caution. Although the Charter School did not meet its objective for attendance, results were encouraging. Students and their parents perceived the school as helpful to students in terms of academic and general needs, but not in terms of health or parenting needs. In the first school year, 43 students obtained a diploma from the Charter School, while 5 earned a General Education Development certificate, and 5 passed the California High School Proficiency Examination. Three appendixes include student and parent survey data and the teacher interview sheet. (Contains 2 figures and 17 tables.) (SLD)

ED 407 461 UD 031 697

Millett, Susan; And Others
Review of the Initial Phase of the Implementation of the Class Size Reduction Policy. Standards, Assessment, and Integration Services Report No. 700.
PUB DATE- 7 Mar 95
NOTE- 137p.; Some pages are printed on colored paper and may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.

to the original Marshall Plan that was established to help fund Europe's recovery from World War II. The new Marshall Plan must be directed at America's own urban public school systems. The Council of the Great City Schools (CGCS) is announcing a five-part framework for an Urban School Marshall Plan. The five components are: (1) unified commitment for improving urban schools; (2) adequate state funding of urban schools; (3) extensive Federal aid for urban schools; (4) support for President Clinton's infrastructure proposal; and (5) mobilization of the nation and urban communities in support of the schools. The goal in developing this plan is to reverse years of financial and political neglect of urban school systems. Urban school leaders in the CGCS plan to redirect the energies of urban public schools so that each school educates each child to the highest academic standard. They will work to set high standards for all children and to provide well-trained teachers and staff, along with the books, materials, and technology schools need. Urban educators will work to strengthen system leadership and management, design assessments for greater accountability, and use resources effectively and equitably through efficient program delivery. As they build public support for the education of urban children, they will work to link schools with community resources. CGCS members commit to promoting all of the components of the initiative and they call on commitment from national and state leaders. (SLD)

ED 407 480   UD 031 718

Hayward, Peter W.
"Pre-Resettlement Preparation: Needs and Issues of Refugees." Proceedings of the Conference of East African Refugee Service Providers (July 19, 1994, Arlington, Virginia).
PUB DATE- 19 Jul 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Acculturation; Cultural Awareness; *Delivery Systems; Foreign Countries; *Immigrants; Limited English Speaking; *Orientation; Policy Formation; Program Development; Public Policy; *Refugees; Relocation; Second Language Learning; Training
IDENTIFIERS- Ethiopia; *Ethiopians; Kenya; *Somalia

The Ethiopian Community Development Center and the Center for Applied Linguistics hosted a conference to discuss the language and cultural orientation needs of Somali and Sudanese refugees. Somali and Sudanese refugees receive a 10-week language and cultural orientation course in Kenya (Africa) before coming to the United States. Representatives from the International Organization for Migration, the agency funded by the U.S. Department of State to provide this pre-entry training, attended the conference to hear what service providers in this country think the orientation should stress. The following presentations were made to provide conference attendees with information about refugee policy and preparation for resettlement: (1) "Admissions Policy for African Refugees" (Becky Thompson); (2) "Pre-Entry Training for African Refugees" (Ann Morgan); and (3) "Current Program for African Refugees in Kenya" (Timmit Embaye). These presentations were followed by discussion groups devoted to the cross cultural differences that present the greatest challenges to these refugees. Conference participants recommended that the training be started earlier and extended to bring language competence and cultural orientation to higher levels. They also recommended

Environment; *Educational Improvement; Feedback; *High Schools; Inservice Teacher Education; Integrated Activities; Low Achievement; Participative Decision Making; *Program Effectiveness; Program Evaluation; School Culture; Scores; *Teacher Attitudes; Teaching Methods; *Test Results
IDENTIFIERS- *Georgia; Tests of Achievement and Proficiency

A plan was developed to improve test scores in a Georgia high school. A committee of teachers, students, citizens, and a curriculum consultant was formed to analyze the school's problems and the reason for low test scores and low achievement. Data on the school climate indicated that it was poor, except that the instructional leadership of the administration and the quality of instruction as rated by teachers were considered good. The educational climate was considered deficient in openness to new ideas, values, and beliefs, and in involvement in the decision-making process. The school district's central office had already decided that the type of instruction had to change, so teachers were asked to choose among four alternative teaching strategies: integrated instruction, cooperative learning, learning styles, and the Paideia approach. They settled on implementing integrated instruction, cooperative learning, and the recognition of learning styles. Seminars and activities were conducted on team-building and shared decision making, and inservice training in these methodologies was provided. Pretest data from 1994-1995 and posttest data from the end of the 1995-96 school year measured progress related to scores on the Tests of Achievement and Proficiency (TAP) for approximately 150 students. Test scores did improve, as did scores for school climate on a measure developed for the study. Discipline problems appeared to be less frequent, although there was no improvement in student attendance for absences over 10 days. Test scores and teacher feedback indicate that the school improvement program was effective. Appendixes contain three figures of school data and a survey. (Contains four tables, three figures, and five references.) (SLD)

ED 407 443 TM 026 975

Education Statistics on Disk. 1996 Edition CD-ROM.
PUB DATE- Mar 97
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- ed inst
and the Paideia approach. They settled on implementing integr
DESCRIPTORS- Comparative Analysis; Educational History; Educational Research; *Educational Trends; *Elementary Secondary Education; Federal Government; *Higher Education; Institutional Characteristics; *National Surveys; Online Searching; Online Systems; Optical Data Disks; *School Statistics; State Programs; Student Characteristics; Teacher Characteristics; *Trend Analysis
IDENTIFIERS- *Condition of Education (NCES); Educational Indicators; National Center for Education Statistics

This CD-ROM contains, in compressed form, over 2,600 tables, charts, and text files from the following publications of the National Center for Education Statistics (NCES): (1) "1996 Digest of Education Statistics"; (2) "1996 Condition of Education"; (3) "1995 Condition of Education" (27 indicators); (4) "1994 Condition of Education" (24 indicators); (5) "1993 Condition of Education" (17 indicators); (6) "1992 Condition of Education" (6 indicators); (7) "Projections of Education Statistics to 2006"; (8) "1996 Youth Indicators"; (9)

PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Class Size; *Educational Change; *Elementary School Students; Formative Evaluation; Parents; Primary Education; Principals; Program Implementation; *Reading Achievement; School Restructuring; Surveys; Tables (Data); *Teachers; *Urban Schools
IDENTIFIERS- *San Diego Unified School District CA

In February 1994 the San Diego (California) Board of Education adopted a policy to bring about a phased reduction in class size in all district schools. Resources were allocated to initiate Phase I of this plan, which called for limited class size in grades 1 and 2 at all elementary sites to 25.5 students. A formative review was undertaken to determine the effectiveness of the policy before any decision is made about its expansion to other grade levels. Implementation and program effects were studied through surveys of 85 principals, 747 teachers in grades 1 and 2, 120 teachers of higher grades, and 5,216 parents as well as interviews completed by some teachers, parents, and administrators. Positive appraisals outweighed negative appraisals for all stakeholder groups, with teachers, in particular, very satisfied with the advantages class size reduction has brought their classrooms. Observational data from 36 classrooms also supported the effectiveness of the program. Roughly two of three teachers and principals believed that reduction in class size would have a positive impact on reading achievement by grade 3. Some suggested disadvantages were the belief that services in other grades would be adversely affected. Respondents criticized the program for a lack of professional support and staff development and its imposition from the district in a top-down approach. Eleven appendixes provide supplemental data about study methodology and findings. (Contains 8 tables, 19 figures, and 26 references.) (SLD)

ED 407 462 UD 031 698

Millett, Susan; Lindwall, Will
Followup Report on the Implementation of the Core Curriculum Policy. Standards, Assessment, and Integration Services Report No. 711.
PUB DATE- 9 Jan 96
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Black Students; *Core Curriculum; Disadvantaged Youth; *Educational Policy; Followup Studies; *High School Students; High Schools; Hispanic Americans; Mathematics Education; Parents; *Program Implementation; Required Courses; Tables (Data); Teachers; *Urban Schools
IDENTIFIERS- African Americans; Hispanic American Students; *San Diego Unified School District CA

In February 1988 the Board of Education of the San Diego City Schools (California) adopted a core curriculum for all district schools. The implementation of this policy was studied in 1990 and 1992, and again in this followup study. Part I of this report provides an analysis of student enrollment and achievement data from 24 selected sites and followup data on a separate longitudinal analysis of the course enrollment and academic progress of a cohort of 6,700 students (enrolled in the regular mathematics or advanced mathematics courses in 1988-89) graduating in spring 1994. Part II provides an analysis of additional emphasis on importance of the "green card" and the "I-94" card for refugees and better education for employers. A list of participants is included. The agenda and sample certificates of orientation training are attached. (SLD)

ED 407 481 UD 031 719

Karp, Stan, Ed.; And Others
Funding for Justice. Money, Equity, and the Future of Public Education. A Rethinking Schools Publication.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Access to Education; *Educational Change; Elementary Secondary Education; *Equal Education; Federal Aid; *Financial Support; *Public Schools; School Segregation; *Standards

Increased funding is vital to any educational renewal. The papers in this publication provide a critical look at the educational system and show that it is clearly a dual system that, more than 40 years after the "Brown vs. the Board of Education" decision remains largely separate and unequal. A key issue is that of educational standards. The glaring weakness in most proposals for academic standards is the conspicuous absence of resources needed to realize them. Without dramatic improvements in the conditions of teaching and learning, standards will neither raise student achievement nor ensure that those who have been worst served by the schools historically will finally get access to better educational programs. The 29 chapters of this book focus on reforms at Federal, state, and local levels, and promote the common theme of educational equity. A glossary is included. Each chapter contains references. (SLD)

ED 407 482 UD 031 720

Zolot, Deborah; Hess, Larry
Cognitive and Educational Aspects of Asperger's Syndrome in an Inner-City Adolescent Male.
PUB DATE- Mar 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997). Document contains light type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Brain Hemisphere Functions; *Career Choice; Disadvantaged Youth; *Interpersonal Relationship; Lateral Dominance; *Males; Mental Disorders; Neurological Impairments; Socioeconomic Status; *Urban Youth; *Vocational Education
IDENTIFIERS- *Aspergers Syndrome

Despite recent increased attention to Asperger's Syndrome (AS), few psychometric investigations of subjects have appeared and few studies have examined how clinicians and educators might better address the needs of this unique group of people. A diagnosis of AS according to the "Diagnostic and Statistical Manual of Mental Disorders" requires impairment of social interaction, repetitive and stereotyped patterns of behavior, but no clinically significant delay in language or cognitive development. This case report examines in detail the assessment

"Historical Trends: State Educational Facts 1969 to 1989"; (10) "State Comparisons of Education Statistics: 1969-70 to 1993-94"; (11) "120 Years of American Education: A Statistical Portrait"; (12) "Education in States and Nations: Indicators Comparing U.S. States with Other Industrialized Countries in 1991." The disk contains a computer program to search these files and a user-friendly interface to help novice searchers without handicapping experts. A thesaurus of over 450 terms and 80 cross-references has been used to index the tables and figures. Online instructions can be displayed and printed, search results can be saved, and retrieved tables can be displayed, printed, or stored to disk. Hypertext versions of the 1996 tables and the 1991 "Education in States and Nations" are included. FREQUENCY: Annual. TYPE OF SURVEY: National. YEAR OF EARLIEST DATA: 1991. YEAR OF LATEST DATA: 1996.

ED 407 444 TM 027 116

Hatry, Harry P.; Kopczynski, Mary
Guide to Program Outcome Measurement for the U.S. Department of Education.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- Feb 97
NOTE- 124p.; Prepared for the Planning and Evaluation Service by the Urban Institute under a subcontract from the Research Triangle Institute, RTI Subcontract No. 8-36U-5439.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Objectives; *Educational Research; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Higher Education; *Measurement Techniques; *Outcomes of Education; Pilot Projects; Program Development; Program Evaluation; *User Needs (Information)
IDENTIFIERS- *Department of Education; Educational Indicators; Monitoring

This volume is intended as a guide to managers of U.S. Department of Education programs and their staffs to help them in their efforts to design reasonably valid, reliable, and useful outcome monitoring procedures. It provides recommendations for development of an outcome measurement process for individual educational programs. These suggestions can be used for a program that has not yet developed an evaluation process or to improve an existing process. After a discussion of preliminary steps, the guide suggests the following steps to developing the outcome measurement system: (1) identify the program's mission and objectives and its customers; (2) identify the outcomes that should be monitored; (3) select outcome indicators; (4) identify data sources and data collection procedures; (5) select outcome indicator breakouts; (6) compare the findings to benchmarks; (7) pilot test the procedures; (8) analyze and report outcome information; and (9) use outcome information. Key issues in these processes are summarized. It must be recognized that unless the measurement system produces information that is useful to the program, the effort will have been wasted. Four appendixes present sample teacher and student surveys and program outcome indicators from the Star Schools program, as well as a discussion of trained observer procedures. (Contains 37 exhibits and 21 references.) (SLD)

ED 407 445 UD 031 681

Schwartz, Wendy

interview and survey data from 377 students, 2,402 parents, and 540 teachers. The longitudinal study data focusing on mathematics achievement show that, for most students, course enrollment at grade 7 is somewhat predictive of mathematics enrollment and achievement patterns throughout high school. More students enrolled in the regular math course dropped out, earned lower grades, or fell short of graduation requirements. Enrollment and achievement data suggest that the core curriculum policy has not eradicated academic stratification in that African American and Hispanic students continue to be over-represented in courses intended for earlier grade levels. Overall study data suggest that programming students into core courses that are appropriate to their levels of preparation, motivation, and achievement is difficult to implement. Nevertheless, implementation of the policy, by most accounts, has ensured access to a common core curriculum and eliminated a number of previously identified barriers to disadvantaged students. (Contains 32 tables, 41 figures, and 17 references.) (SLD)

ED 407 463 UD 031 699

Fass-Holmes, Barry
Literature Review on the Success for All Program. Assessment, Research, and Reporting Team Report No. 718.
PUB DATE- 3 Feb 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Elementary School Students; Intervention; Literature Reviews; *Program Effectiveness; Program Evaluation; *Reading Achievement; Reading Programs; *Urban Schools
IDENTIFIERS- *San Diego Unified School District CA; *Success for All Program

Success for All is a schoolwide program developed by R. Slavin in the late 1980s. It has expanded from a single urban school in 1987-88 to approximately 300 schools in 23 states in 1995-96. The program serves all elementary school students. It relentlessly pursues success for every student, attempts to prevent learning problems, and intervenes immediately when problems do occur. In response to a query from the Superintendent of Schools of the San Diego City Schools (California), a literature review was conducted to provide information about the implementation and outcomes of Success for All. Slavin and his colleagues have conducted a series of studies to compare the reading performance of students at Success for All schools with that of students at nonprogram schools. Research findings reviewed in this report suggest that Success for All is effective in improving the reading performance of elementary school students, especially those in the lowest 25% of their grade levels. Because the reviewed studies provide relatively little information about the design and method of their data analyses, it would be premature to make definite statements about the adoption of Success for All in the San Diego schools. Cost effectiveness data should also be acquired if the district considers program implementation. (Contains one table, two figures, and four references.) (SLD)

ED 407 464 UD 031 700

Millett, Susan

of an inner-city adolescent black male with this syndrome and relates his difficulties to probable compromise of the right frontal (nondominant) lobe. Vocational recommendations were made for this student based on the assessment of his abilities and the recognition of his social limitations. Issues pertaining to future research and educational and vocational planning are discussed. More is known about autism than AS, and this is particularly true among the lower socioeconomic classes. Although AS is related to high functioning autism (HFA), more research is recommended on the practical, clinical implications of diagnosis of AS over HFA. (Contains 1 table, 1 figure, and 44 references.) (Author/SLD)

ED 407 483 UD 031 729

Overcoming Barriers to Family Involvement in Title I Schools. Report to Congress.
SPONS. AGENCY- National Inst. on the Education of At-Risk Students (OERI/ED), Washington, DC.
PUB DATE- Feb 97
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Policy; Elementary Secondary Education; *Federal Aid; Federal Legislation; National Surveys; *Parent Participation; Parent School Relationship; Parent Teacher Cooperation; *Partnerships in Education; Profiles; Program Descriptions; *Program Implementation; School Involvement; State Departments of Education; State Programs
IDENTIFIERS- *Elementary Secondary Education Act Title I; Fast Response Survey System; Improving Americas Schools Act 1994; National Household Education Survey

Title I of the Elementary and Secondary Education Act as amended by the Improving America's Schools Act (IASA) requires all schools and districts receiving Title I money to engage in an extensive array of activities to build the capacity of parents and school staff to work together in support of students' learning. Title I also requires schools to develop, with parents, a written parent involvement policy that describes how schools will keep parents adequately informed and how they will involve parents in the planning, review, and improvement of Title I programs. IASA requires that the Department of Education conduct a study of parent involvement to identify and describe common barriers to parent involvement and successful local policies that improve parental involvement and the performance of participating children. Data sources for the Department's study include: (1) a review of the research literature; (2) the Fast Response Survey of School and Family Partnerships in Public Schools, K-8 (nationally representative study of 810 schools); (3) the Parent/Family Involvement component of the National Household Education Survey (NHES) (a nationally representative survey of 20,792 children and their parents); (4) profiles of 20 local Title I programs; (5) parent focus group interviews at 5 of these sites; and (6) a survey of 36 state educational agencies regarding state activities to promote school and family partnerships. Many barriers to parent participation are identified, and the profiles of the 20 local sites are analyzed. Three appendixes discuss NHES results, local approaches to promoting parent involvement, and a survey conducted by the Council of Chief State School Officers. (Contains 33 exhibits, 3 appendix exhibits, and 39 references.) (SLD)

Como Promover el Exito de las Ninas y las Minorias en las Ciencias y en las Matematicas. Para Padres/sobre Padres (How To Promote the Science and Mathematics Achievement of Females and Minorities. For Parents/about Parents).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.; For English version, see ED 396 013. Translated by Michele Montas.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Bilingual Education; *Course Selection (Students); Elementary Secondary Education; *Females; Helping Relationship; *Mathematics Achievement; *Minority Groups; Parent Role; Role Models; Science Education; Student Educational Objectives; Student Interests; Student Participation
IDENTIFIERS- Goal Setting

Some minority and female students traditionally have not been given the help they need to enroll and succeed in mathematics and science classes. Now, however, various approaches are available to give these students the extra attention they need. Parents can help children develop an interest in science and mathematics by: (1) identifying role models; (2) stressing the importance of high academic goals and insisting that students not put limits on themselves; (3) encouraging students to interact with teachers and participate actively in class; (4) demonstrating the usefulness of science and mathematics in daily living; (5) urging children to enroll in extracurricular science and mathematics programs; (6) helping children locate question-answering services for homework help; (7) finding tutors and programs to meet the child's needs; and (8) participating in science and mathematics learning activities. Parents should work with the school to make sure children learn advanced science, technology, and mathematics. Schools should be urged to provide this instruction in the children's native language to keep them from losing time as they learn English. (SLD)

ED 407 446 UD 031 682

Schwartz, Wendy
Guia para Evaluar y Ubicar a Estudiantes de Idiomas Minoritarios. Para Padres/sobre Padres (A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.; Based on "The Assessment and Placement of Language Minority Students," a digest published by the ERIC Clearinghouse on Urban Education. For English version, see ED 396 016. Translated by Michele Montas.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Assessment;

Report on 23 Integration Sites: 1995-96. Standards, Assessment, and Integration Services Unit No. 717.
PUB DATE- 24 Sep 96
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Black Students; *Disadvantaged Youth; Elementary Secondary Education; Hispanic Americans; Magnet Schools; *Minority Groups; Parent Participation; Program Evaluation; *School Desegregation; School Safety; *Urban Schools; Voluntary Desegregation
IDENTIFIERS- *San Diego Unified School District CA

Sites in the San Diego (California) City school system that receive integration funds through their magnet, Voluntary Ethnic Enrollment Program, or Academic Enrichment Academy Program are accountable for their progress toward integration goals. Selection of the 23 study sites for this report was based on their inclusion in the 1995-96 schedule for Integration Review (Monitoring) at 15 elementary, 5 junior/middle, and 2 senior high schools. The cyclical review is designed to determine the degree to which sites have improved the academic achievement for all students, reduced the achievement gap between the achievement of minority and majority students, promoted student learning, provided a safe and nurturing school environment, and promoted parent and community involvement and education. Review of documents, including student grades and standardized test results, and a parent survey provided information about the progress toward academic improvement and integration. Although reading achievement increased for many classes, the achievement gap between the performance of African American and Hispanic American students and that of other student groups at the 23 sites changed little over the past 3 years, with progress less at secondary than at elementary sites. The percentage of parents satisfied with the schools' progress remained the same or increased at 17 of the 23 sites. The relative success of five sites, given the demographic disadvantages they face, is noteworthy. These sites may serve as examples for other schools. (Contains 17 tables and 23 figures.) (SLD)

ED 407 465 UD 031 701

DiLorenzo, Andrea
Employee Associations and Charter Schools.
PUB DATE- 20 Sep 96
NOTE- 11p.; Paper presented at the National Policy Summit on Charter Schools (Denver, CO, September 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Charter Schools; Community Involvement; *Educational Change; Educational Practices; Elementary Secondary Education; *Professional Development; Standards; *State Legislation; State Programs; *Teacher Associations; Teacher Attitudes; *Unions
IDENTIFIERS- *National Education Association

This report reviews the opinions of the National Education Association (NEA) and the approaches taken by and concerns of employee associations that are state affiliates of the NEA. The NEA supports the concept of charters if appropriate standards are upheld and appropriate practices are enforced. The energy and enthusiasm being brought to the creation of charter schools

Educational Policy; Elementary Secondary Education; *English (Second Language); Evaluation Methods; Identification; *Language Minorities; Language Proficiency; *Limited English Speaking; *Parent Role; *Student Placement; Test Use

This guide helps parents understand how schools assess their child's English language ability and suggests ways for them to help schools place their children in the most useful language program. All districts must decide which students to test, and then how to test them. Some schools attempt to find out the English skills of all students, and others simply place them and wait until language problems appear. Others fall between the two approaches, automatically assessing students in some categories. The most common assessment method is some kind of formal testing, such as language proficiency examinations, overall achievement testing, or both. Unfortunately, many states test only the ability to speak English, including the states that use the Language Assessment Scales. This instrument measures only a low level of language knowledge and does not determine the higher level needed for success in schools and employment. Parents can help the assessment process by: (1) providing schools with accurate information; (2) organizing centers for language minority students; and (3) requesting the use of several assessment methods. (SLD)

ED 407 447 UD 031 683

Schwartz, Wendy
Guia para la Ensenanza Combinada de Ingles y Ciencia. Para Padres/sobre Padres. (A Guide to Teaching English and Science Together. For Parents/about Parents).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.; Based on "Teaching Science Effectively to Limited English Proficient Students," a digest published by the ERIC Clearinghouse on Urban Education. For English version, see ED 396 007. Translated by Michele Montas.
LANGUAGE- Spanish
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; Cultural Awareness; Elementary Secondary Education; *English (Second Language); Group Instruction; Integrated Activities; *Interdisciplinary Approach; *Limited English Speaking; *Mathematics Instruction; *Parent Role; Preschool Education; *Science Instruction; Teaching Methods

In the past, students who knew only a little English (called limited English proficient, or LEP), were usually taught only low-level science and mathematics. Now, new science and mathematics teaching methods can help LEP students get a good education in both fields. This guide will help parents know if their children are learning as much as possible. A preschool curriculum should make connections between the children's present lives and the lives of their ancestors and should draw on experience with plants and animals and nutrition and health instruction. Elementary and high school science lets students see and feel the meaning of the words instead of just hearing descriptions. Science taught to LEP students should be the same as that taught to others, and examples from the students' cultures should be used to make science learning easier. Use of are promoting better student attendance and enhanced parent and community involvement, but the jury is still out on the issue of large-scale gains in achievement. The California Teachers Association has helped in the development of many charter schools, as have teacher associations in Colorado, Massachusetts, Michigan, Connecticut, and New Jersey. Charter school laws are being written in a political climate of assaults on collective bargaining, teacher tenure, and school funding. Critics of charter schools would have the public believe that teacher union concerns run counter to public concerns about charter schools, but this is not necessarily true. State affiliates of the NEA do have concerns about charter schools, and the NEA itself has developed a Charter School Initiative with the following central themes: (1) high levels of student achievement; (2) teacher development; and (3) community involvement. Some state efforts in keeping with this initiative are profiled. The NEA has developed an evaluation and inquiry plan to guide the assessment and documentation of the implementation of charter schools. The NEA intends to maintain its guardian role with reference to legislation and implementation as it acts as a player in the charter schools movement. An attachment presents the "NEA Statement on Charter Schools." (SLD)

ED 407 466 UD 031 702

Hampton, Joseph
Attitudes of White College Students toward African Americans with Disabilities in Social Situations.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Black Students; *College Students; *Disabilities; Educational Psychology; Higher Education; Racial Differences; *Social Environment; *Student Attitudes; *White Students
IDENTIFIERS- *African Americans

The attitudes of white college students toward black students with disabilities were studied to determine whether having a disability would add to or negate negative attitudes white college students would have toward African Americans. Two hundred undergraduate and graduate students in educational psychology classes participated. Four conditions were compared: black, black in a wheelchair, nonrace specific, and nonrace specific in a wheelchair. The Situational Attitude Scale--Race and Disability was created to evaluate attitudes in threatening, intimate, socially conscious, and competitive social situations. The instrument uses a standard statement for each situation, changing the race and disability status within different surveys. It was hypothesized that for threatening, competitive, and socially conscious situations, having a disability would be primary and negate negative or fearful attitudes. It was hypothesized that in the intimate situation, having a disability would be additive and would compound negative attitudes. In the threatening situation, disability was found to be primary and to negate fearful attitudes. Other hypotheses were not confirmed. In the competitive situation, disability did negate the negative feelings participants felt, but the black condition was not significantly higher in any of the hypothesized comparisons. Race had no effect on the attitudes of persons toward the disabled in the intimate social situation. (Contains two tables and eight references.) (SLD) common themes and cultural awareness can make improving English an accompaniment to science instruction. Group work, the application of mathematics, and the use of computers can all help an integrated program that teaches students science, mathematics, and English together. (SLD)

ED 407 448 UD 031 684

Schwartz, Wendy
A Guide To Choosing an After-School Program. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.; Based on "After-School Programs for Urban Youth," a digest published by the ERIC Clearinghouse on Urban Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *After School Programs; Elementary Secondary Education; *Enrichment Activities; Extracurricular Activities; Parent Participation; *Program Effectiveness; *School Age Day Care; School Recreational Programs; *Selection; Self Esteem; Urban Schools; *Urban Youth

It is important for children to have a safe way to spend time after school and to have the opportunity to bolster the education they receive during class with extra learning activities. This guide provides information about after-school programs so that parents can choose the best one for their children. There are good after-school programs in most urban communities. Excellent programs can be run by schools or community organizations. Program staff usually actively recruit families, but parents should ask agencies and people in the community about all the local programs and they should check them carefully before enrolling students. The best programs offer comprehensive activities that foster the self-worth of each child, help children develop skills, provide homework and study help and opportunities, and provide other opportunities such as sports participation or career information. A parent should look for responsible and caring staff, a safe and clean environment, exciting and challenging activities, and other aspects of a well-run and enjoyable program. Parent involvement in after- school programs is important, and good programs will encourage parents to participate. (SLD)

ED 407 449 UD 031 685

Discipline in Michigan Public Schools and Government Enforcement of Equal Education Opportunity.
SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Mar 96
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Problems; *Bias; *Civil Rights; Disabilities; *Discipline; Elementary Secondary Education; *Equal Education; *Government Role; *Minority Groups; Public Schools; Urban Schools
IDENTIFIERS- *Michigan

ED 407 467 UD 031 703

Hunter, A. J.; And Others
Assisting At-Risk Students: The Role of Perceived and Actual Success.
PUB DATE- Aug 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Academic Failure; *Attribution Theory; *College Students; Foreign Countries; *High Risk Students; Higher Education; Psychology; *Student Attitudes; *Training
IDENTIFIERS- Canada

Academic failure is a common threat to many students in universities. Addressing this issue are intervention techniques that attempt to alleviate the negative consequences of failure and ensure continued striving for success. Attributional training is one specific approach that has been demonstrated to improve performance for at-risk students who are defined either by low academic success or low perceived success. Together, these variables define a level of accuracy of students' perceived success. Participants were 150 college students from a Canadian university who received attributional retraining that involved viewing a videotape in which senior students discussed how changing the ways they thought about failure experiences improved their performance. Immediately following the attributional retraining it was found that postlecture test scores improved, and in the long run, final psychology course grade and motivation improved. These results add to the literature that defines those students who will benefit from attributional retraining. (Contains eight references.) (SLD)

ED 407 468 UD 031 704

Homeless Education Project 1996-97. Scope of Program.
PUB DATE- 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acceleration (Education); *Access to Education; Cambodian; *Child Development; *Curriculum; Educational Assessment; Elementary Secondary Education; *Equal Education; *Homeless People; Mathematics Instruction; Program Descriptions; Program Development; Public Agencies; Reading Instruction; Spanish; *Student Placement; Vietnamese
IDENTIFIERS- West Contra Costa Unified School District CA

The documents in this collection relate to the Homeless Education Project conducted in the elementary and secondary schools of the West Contra Costa Unified School District (California). The first document is a chart describing the project and its main goals: (1) an accelerated curriculum in reading and mathematics; (2) effective procedures for enrollment and program maintenance; (3) coordination of community agencies and staff development; and (4) networking of agencies involved in intervention efforts. For each of these goals, the objectives, This study examines whether there is disproportionate discipline of minority students in Michigan's public schools and assesses the enforcement efforts of State and Federal agencies to ensure equal educational opportunity in this regard. The extent to which minority students were being disproportionately suspended and expelled was studied, as were the actions of the state government and the Office of Civil Rights, and ancillary problems related to these issues. Chapter 1 provides an overview of the situation and civil rights enforcement efforts. Chapter 2 defines school discipline and presents Michigan's statistics on discipline in the public schools. Chapter 3 explores the experiences of two urban local school corporations in Michigan, and Chapter 4 examines the structure and authority of the Michigan Board of Education and the State Department of Education. Chapter 5 reviews the role of the Federal government in school discipline. In Chapter 6, the relation of disability to school suspensions and expulsions is explored. Chapter 7 is an addendum that presents recent developments in school discipline in Michigan. The Advisory Committee presents its conclusions in Chapter 8. It is found that minority students are being suspended and expelled from the state's public schools at a disproportionately higher rate than nonminority students. Although such a finding is not tantamount to a judgment of discrimination, such a finding is disturbing. Also disturbing is that neither State nor Federal governments have made an effort to help local school officials analyze and correct this problem. Eight appendixes present additional details about the study and its conclusions. (Contains 1 figure and 19 tables.) (SLD)

ED 407 450 UD 031 686

Racial and Ethnic Tensions in American Communities: Poverty, Inequality, and Discrimination--A National Perspective. Executive Summary and Transcript of Hearing before the United States Commission on Civil Rights (Washington, D.C., May 21-22, 1992).
PUB DATE- May 92
NOTE- 210p.; For Volume I of the related reports, see ED 359 294. For Volume III, see UD 031 687.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; *Conflict; *Cultural Differences; Demography; Economic Factors; Elementary Secondary Education; Equal Education; Equal Opportunities (Jobs); *Ethnic Relations; Leadership; Mass Media Effects; *Racial Discrimination; Racial Relations; Social Problems
IDENTIFIERS- *Tension

In February 1991 the U.S. Commission on Civil Rights began a long-term study of the factors contributing to increased racial and ethnic tensions in the United States. This document is a summary of key points made at a National Perspectives Hearing that was part of this study. Following 2 days of testimony and the discussions of eight panels, five key themes emerged from the hearing as primary causes of persistent, and in some cases, increased racial and ethnic tensions: (1) crisis in leadership; (2) media portrayal of existing tensions; (3) deficiencies in the educational system; (4) disparities on the criminal justice system; and (5) growing economic inequality. In addition to these themes, many witnesses testified that the nature of racial and ethnic tension has been transformed as a result of the rapid demographic reconstitution of American society. The hearing summary begins with a synopsis of empirical data continuing activities, and new activities are summarized. The second document is a flow chart of assessment and placement activities for homeless students. An affidavit of residence to be completed by the parent or legal guardian of a child seeking admission to one of the district's schools is attached, as is a poster explaining the law that ensures public education to homeless children. This poster is available in Spanish, Vietnamese, and Cambodian. A fact sheet defines homeless children for Federal reporting purposes and extends the definition to encompass children in various categories. This sheet stresses that decisions about homeless children must be made on a case-by-case basis. Fact sheets in English and Spanish summarize housing, educational services, information and referral sources, health and employment services available to residents of western Contra Costa county. A handout sheet that lists warning signs that a child might be homeless is also included, as is an information sheet on the effects of homelessness on behavior and development. A final document lists areas in which homeless students are likely to have problems. (SLD)

ED 407 469 UD 031 705

Bass, Christopher K.; Coleman, Hardin L. K.
Enhancing the Cultural Identity of Early Adolescent Male African Americans.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Culture; *Black Students; *Cultural Awareness; Cultural Differences; *Early Adolescents; Elementary School Students; Ethnicity; Grade 6; High Risk Students; Intermediate Grades; *Males; *Self Concept; Urban Schools
IDENTIFIERS- *African Americans; Afrocentrism; *Identity Formation; Identity (Psychological); Kwanzaa; Rites of Passage

This paper reports on the development of a school-based Afrocentric intervention for middle school male adolescents who are at risk for academic failure or underachievement. The intervention combined the principles of the rites of passage movement within African American communities and current thinking on the process of second culture acquisition to focus on developing the participants' sense of ethnic self as a precursor to academic performance. The Afrocentric rites of passages movement is designed to provide African American males with the grounding in their culture of origin that they need to negotiate the challenges facing them in Eurocentric environments. Six African American males in the sixth grade of a predominantly European American urban middle school participated. The results of this intervention suggest that this is an approach to at-risk adolescent African American males that warrants further attention. An appendix describes the intervention, which began with four months of participation in the "Kwanzaa" group which was primarily social but dedicated to learning Afrocentric principles. The second phase of the program, the Sphinx Club, emphasized applying the principles learned earlier in the year. (Contains 1 table and 22 references.) (Author/SLD)

ED 407 470 UD 031 707

Short, Jerome L.; Porro-Salinas, Patricia M.
Acculturation, Coping, and Psychological Adjustment of Central

offered by various witnesses in support of the perception that racial and ethnic tensions are on the rise. The summary then provides overviews of the circumstances of the national denial of tensions and the primary causes of persistent racial and ethnic tension. The panels were titled: (1) Racial and Ethnic Tensions--Part 1; (2) Racial and Ethnic Tensions--Part 2; (3) Hate Incidents; (4) Changing Demographics; (5) Multiculturalism; (6) Socioeconomic Factors, Part 1; (7) Socioeconomic Factors, Part 2; and (8) Civil Rights. (SLD)

ED 407 451 UD 031 687

Rudert, Eileen; And Others
Racial and Ethnic Tensions in American Communities: Poverty, Inequality, and Discrimination. Volume III: The Chicago Report.
PUB DATE- Sep 95
NOTE- 185p.; For related document, see ED 359 294.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Civil Rights; *Economic Factors; Equal Opportunities (Jobs); *Ethnic Relations; *Minority Groups; Police Community Relationship; *Racial Discrimination; Racial Relations; Social Services; *Urban Problems
IDENTIFIERS- *Illinois (Chicago); Tension

In February 1991 the U.S. Commission on Civil Rights began a long-term study of the factors contributing to increased racial and ethnic tensions in the United States. This document is a report on one aspect of this study, a hearing held to consider the factors underlying increased racial and ethnic tension in Chicago (Illinois). This hearing was the third in a series convened as part of the larger project. The report focuses on three major sources of racial and ethnic tensions in Chicago, each of which is the subject of a section of this report: (1) issues in economic development; (2) minority access to public services; and (3) police-community relations in Chicago. In general, the U.S. Commission on Civil Rights concludes, as a result of this hearing, that distinct differences exist in racial and ethnic groups in both economic activities and access to public services. In Chicago as in other urban areas, minority populations and businesses continue to face obstacles to obtaining financial credit and technical assistance, decent housing, language-appropriate social services, and culturally sensitive services. Improvements are also needed in procedures and systems for citizen complaints of police misconduct. Recommendations are made to reduce racial and ethnic tensions in Chicago. These recommendations have national implications. Three dissenting statements representing the views of four commissioners are also presented. (Contains five tables.) (SLD)

ED 407 452 UD 031 688

Grade One and Growing: A Comprehensive Instructional Resource Guide for Teachers. Pilot Edition.
PUB DATE- 96
NOTE- 436p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Cultural Differences; *Educational Planning; *Grade 1; *Multicultural Education; Primary Education; Self Concept; Special Education; Student Responsibility; Teacher Responsibility; Teaching Methods; Urban

American Immigrants.
PUB DATE- Aug 96
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adjustment (to Environment); *Coping; *Depression (Psychology); Foreign Countries; *Immigrants; *Latin Americans; Life Events; Mental Health; *Prediction; Satisfaction; Social Support Groups; Stress Management
IDENTIFIERS- *El Salvador

The study applied a stress and coping model including acculturation to understanding the predictors of depressive symptoms, alcohol use, and life satisfaction of 108 native Salvadorans who immigrated to the United States in the past 5 years. Acculturation was negatively related to depression and alcohol use, and positively related to life satisfaction. Life stress was negatively related to life satisfaction. Perceived social support and support-seeking coping were negatively related to alcohol use. Problem-focused coping was negatively related to depression and alcohol use, and avoidance coping was positively related to depression. Also, an acculturation by support-seeking coping interaction predicted depression and life satisfaction. Low support-seeking at low levels of acculturation was related to the highest levels of depression and lowest levels of life satisfaction. The results suggest the utility of coping and supportive interventions to improve the mental health of recent Salvadoran immigrants. (Contains 1 figure, 3 tables, and 20 references.) (Author/SLD)

ED 407 471 UD 031 708

Marcon, Rebecca A.
Influences on Psychosocial Development of Inner-City Early Adolescents.
PUB DATE- Apr 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Child Development; *Early Adolescents; Elementary Education; Elementary School Students; *Grade Repetition; Inner City; Junior High Schools; Poverty; *Self Concept; Special Education; Urban Schools; *Urban Youth
IDENTIFIERS- African Americans; *Psychosocial Development

The Erikson Psychosocial Inventory (EPSI) (Rosenthal, Gurney, and Moore, 1981) was introduced into a longitudinal study of 234 previously studied inner-city children as they were scheduled to make the transition from elementary to junior high school. Compared to the EPSI original Australian sample, inner-city African American 12- and 13-year-olds rated themselves significantly higher in initiative and identity but lower in intimacy. Although no overall sex differences were found, poverty had an especially negative impact on psychosocial development of males. No significant differences were found between grade levels or type of school students attended. While retention had a negative effect on psychosocial development,

Schools
IDENTIFIERS- *New York City Board of Education

The first-grade multicultural curriculum in this guide is designed to enable teachers to create learning environments that will enable all children to develop nondiscriminatory behavior, form positive self-concepts, respect diversity of cultures, conserve the environment, foster a life-long desire for learning, and begin developing the necessary skills for school success. The introduction describes the philosophy that supports those aims. Chapter 1, "The Teaching/Learning Team," describes the shared responsibilities and activities of teachers, paraprofessionals, parents, and administrators and includes suggestions for parent involvement. "Planning for the First Grade," Chapter 2, provides strategies that will assist teachers in beginning the school year with developmentally appropriate multicultural activities for general and special education and for children of limited English proficiency. Chapter 3, "Creating a Learning Environment," offers overall guidance for teachers in organizing the multicultural classroom, including the creation of learning centers. "Using Instructional Approaches and Strategies," Chapter 4, suggests specific strategies for implementing multicultural education in the context of basic skills for the first grade. Chapter 5, "Developing Themes of Study," illustrates the thematic approach to the first-grade curriculum. Appendixes contain resource information for teachers and parents through discussions of societal concerns and pressures, curriculum frameworks, and bibliographies for teachers, parents, and children. (SLD)

ED 407 453 UD 031 689

Villani, Christine J.
The Interaction of Leadership and Climate in Three Urban Schools.
PUB DATE- Mar 97
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Educational Environment; Elementary Education; *Instructional Leadership; Interviews; *Principals; Qualitative Research; Research Methodology; *School Effectiveness; *Urban Schools
IDENTIFIERS- Connecticut

This study explored how the leadership behaviors of an elementary principal in establishing school climate affects teacher productivity and teacher behaviors in the school. In addition, the facets of security and strength were explored as the underlying premise to school climate. The Organizational Climate Questionnaire for Elementary Schools-Revised was administered to five urban Connecticut schools as part of the selection process for the study. Three schools were selected, two that scored on that questionnaire as having an open climate, and one that scored with a closed climate. A qualitative analysis was done that included observations, interviews, and field notes. Results indicate that the qualitative investigation of school climate provided a much different picture than the questionnaire showed. Results show that the determining factors for school effectiveness and school climate were dependent on the facets of security and strength in the administrator, especially security. Principal strength and security were the factors that had most impact on placement in special education had minimal impact. However, it is difficult to determine whether generally lower psychosocial development among those who have been retained prior to early adolescence is a cause or consequence of retention. There were early indicators of difficulty in adaptive development among retained children. Introducing the EPSI earlier in future longitudinal studies would be helpful in answering this question. (Contains four tables and nine references.) (Author/SLD)

ED 407 472 UD 031 709

Clark, Deborah; Marcon, Rebecca A.
Coping Strategies of Inner-City Adolescents: Response to Recent Personal Conflicts.
PUB DATE- Apr 97
NOTE- 10p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (Atlanta, GA, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Black Students; Check Lists; *Conflict; Context Effect; *Coping; *Environmental Influences; Goodness of Fit; Grade 8; Incidence; Inner City; Junior High School Students; Junior High Schools; Sex Differences; *Stress Management
IDENTIFIERS- African Americans; *KIDCOPE

Kidcope, a check list developed to assess the prevalence of coping strategies among children and adolescents, was used to assess the prevalence of 10 coping strategies and their relative efficacy in a sample of 77 inner-city African American eighth graders (54% female). Compared to the white adolescents who comprised the original Kidcope sample of A. Spirito and others (1988), African American adolescents were found to use more coping strategies. Although few sex differences were found in coping strategies, these also differ for inner-city adolescents. In addition, the choice of coping strategies was associated with adolescents' perceptions of control over the problems they described. This study's findings extend the generalizability of the "goodness of fit" coping model (B. E. Compas et al., 1988) and indicate the value of studying adolescents in varying cultural contexts. (Contains one table and nine references.) (Author/SLD)

ED 407 473 UD 031 710

McDermott, Peter; And Others
The Illusion of Racial Diversity in Contemporary Basal Readers: An Analysis of the Teacher Manuals.
PUB DATE- Mar 97
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Children; *Childrens Literature; *Cultural Awareness; Cultural Differences; Intermediate Grades; *Racial Differences; *Reading Materials; Teaching Guides; *Textbook Content

Basal reading programs not only have tremendous impact on the collegiality and engagement of the faculty. (Contains 1 table and 10 references.) (Author/SLD)

ED 407 454 UD 031 690

Dinh, Khanh T.; And Others
Parent-Child Relationships and Acculturation Conflict in Asian-American Families.
PUB DATE- Aug 96
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Asian Americans; *Conflict; *Family Characteristics; Higher Education; *Parent Child Relationship; *Undergraduate Students
IDENTIFIERS- *Asian American Students

This study investigated the quality of parent-child relationships in Asian-American families and its association with various aspects of acculturation. Participants were 173 Asian-American undergraduates who had at least one parent in the study. The results show that acculturation factors, in particular acculturation conflict between parents and children, statistically predicted children's reports of the quality of parent-child relationships. Although statistically less significant, certain acculturation factors also predicted parents' reports of the quality of parent-child relationships. These findings point to the need for assessing the characteristics of multiple family members when investigating the role acculturation plays in parent-child relationships and how that may differ for parents and children. As it turned out, acculturation conflict was the key variable in determining the quality of parent-child relationships in Asian-American families. (Author/SLD)

ED 407 455 UD 031 691

Rothenberg, Julia Johnson; And Others
Preparing White Teachers for Urban Schools: A Compendium of Research.
PUB DATE- Mar 97
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Black Students; *Cultural Awareness; Educational Research; Elementary Secondary Education; Hispanic Americans; Minority Groups; Multicultural Education; Professional Development; *Student Teacher Supervisors; *Student Teachers; Teacher Attitudes; *Teacher Education; *Urban Teaching; Whites
IDENTIFIERS- Experts

The perceptions of novice and expert teachers in urban schools about their preparation through teacher education were studied. It is generally recognized that middle-class white teachers are strangers to urban cultures, and that they often believe the mass media's negative images about low- income African American and Latino communities. Thirty-five novice teachers and 15 children's learning to read, but they subtly influence children's attitudes toward and understanding of racial differences in society. In this study, teacher manuals from four basal reading programs were examined for grades four, five, and six to learn how ideas for discussing racial and cultural differences with children are presented. The readers and manuals studied were published by: (1) Harcourt Brace (1995); (2) Houghton Mifflin (1993); (3) MacMillan (1993); and (4) Silver Burdett and Ginn (1991). The results of the text analysis indicate that basal manuals avoid discussions of racial and cultural differences even when those topics are found in the reading selections. The omission of race and culture from the basal selections and their teacher manuals creates the illusion that race does not matter, when it clearly does to many children and their families. Implications for teacher education and schools serving children of color are discussed. (Contains 2 tables and 22 references.) (Author/SLD)

ED 407 474 UD 031 711

Johnson, Charmaine; Syropoulos, Mike
High School Intervention Centers Program 1995-96. Evaluation Report.
PUB DATE- Sep 96
NOTE- 55p.; Executive Summary printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Grade Point Average; Grade 9; High Risk Students; High School Students; *High Schools; *Intervention; *Nontraditional Education; Program Effectiveness; Program Evaluation; Test Results; Truancy
IDENTIFIERS- *Detroit Public Schools MI; Metropolitan Achievement Tests

The High School Intervention Centers Program (HSICP) of the Detroit (Michigan) Public Schools was developed to provide an alternative for high school students who were identified as performing below grade level in English and mathematics and who exhibited the self-defeating behavior of truancy. The program provided an opportunity for ninth graders to improve achievement in the basic skills, increasing attendance and reducing the probability of dropping out. An evaluation of HSICP was conducted to show how 193 students from the approximately 450 in the program each year performed compared to a control group of 198 students with comparable achievement from the same 4 high schools for the first semester of 1995-96 and 168 for the second semester. For the first semester, statistically significant differences were found to exist in favor of the experimental group for the variables of grade point averages, attendance, and credit hours earned, but differences on the Metropolitan Achievement Test in reading and mathematics were not significant. For the second semester, statistically significant differences were found in favor of the experimental group for grade point averages and credit hours earned. It should be noted that achievement results were still below district averages for the experimental group. Recommendations are made for program improvement. Appendixes present a literature review and a bibliography. (Contains 12 tables and 56 references.) (SLD)

ED 407 475 UD 031 712

Yu, Corrine M., Ed.; Taylor, William L., Ed.

experienced teachers were studied over a 2-year period. Novice teachers completed the questionnaire before and after student teaching, and their supervisory teachers completed identical questionnaires at the end of student teaching. Results show that teachers, whether experienced or novices, do not think about culturally responsive pedagogy or reflect on the interaction between culture and teaching. The initial concerns of novice teachers reflected their uneasiness with the urban environment and their students. By the end of student teaching, novice teachers were able to see their students as individuals and to monitor their learning. Student teachers identified enthusiasm and love for children as the most important concept they learned from their course on-site at an elementary school. A literacy study using the children's story "Amazing Grace" by M. Hoffman showed the way in which the text facilitated the discussion of diversity for experienced and novice teachers. Overall, results demonstrate the great degree to which supervision, attitude change, and insight are required in addition to teaching skills for the development of good teachers. (Contains 16 references.) (SLD)

ED 407 456 UD 031 692

Hennon, Lisa
Urbanism in Educational Thought: Mobilizing the Teacher through Diversity and Community.
PUB DATE- Mar 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Characteristics; *Cultural Differences; *Educational Philosophy; Elementary Secondary Education; Government Role; *Inner City; *Social Problems; *Urban Areas; Urban Problems; Urban Schools; Violence
IDENTIFIERS- *Urbanism

Recent American educational research focuses on the differences between urban and nonurban schools. Ideas such as "inner city" are taken as self-evident and are imposed as a way to achieve a more just and equitable national system of schooling. The urban environment is singled out as violent. This essay takes the position that the distinction between urban and nonurban schools is not new, and that it has operated historically as a space of opposition between a "reasonable" place, person, or citizen, and the "other." Through this oppositional space, hierarchies of moral competencies are produced. This perspective destabilizes the ideas of "inner city" and "urban" by conceptualizing the oppositional space as urbanism and examining ways "the city" has been both a model and instrument of political reflection. The imposed logics of markets and multiculturalism are used to examine the current shift to regarding community as a moral plane for citizenship. New ways of looking at cities can bring out the study of discursive spatial relations of government at a distance that have entered into the constructions of the child, teacher, family, or community. (Contains 65 references.) (Author/SLD)

ED 407 457 UD 031 693

Studer, Susan Clark
Parent/School Relations in Crisis: Revisiting Desegregation in

Difficult Choices: Do Magnet Schools Serve Children in Need? Report of the Citizens' Commission on Civil Rights.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Children; *Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Equal Education; *Free Choice Transfer Programs; *Magnet Schools; Minority Groups; Public Schools; School Choice; *School Desegregation; School Districts; *Urban Schools
IDENTIFIERS- Cincinnati Public Schools OH; Nashville Metropolitan Public Schools TN; Saint Louis City School District MO

Magnet schools are public schools that offer specialized subject themes or educational methodologies as a way of achieving desegregated student bodies. This document reports on a study of school districts in three communities--St. Louis (Missouri), Cincinnati (Ohio), and Nashville (Tennessee)--that have made wide use of magnets in meeting their obligations to desegregate schools. The focus was on whether these magnet schools served the educational needs and interests of poor and minority children. In St. Louis the study also examined another type of public school choice, a voluntary interdistrict city-to-suburb transfer program established by a consent decree. Findings of the extensive studies lead to the conclusion that the magnet schools and the St. Louis interdistrict program do meet the test of serving poor children when compared to what the children would have experienced otherwise. Without these schools, the children would not have received comparable educational opportunities. The Commission recommends the continued and expanded use of magnet schools and voluntary interdistrict transfer programs with appropriate safeguards. Part One of this document consists of the report and recommendations of the Commission. Part Two contains the technical summary reports prepared on the three school districts. Five appendixes provide supplemental information to the technical reports for the Cincinnati and St. Louis studies and two more appendixes supplement the technical report for the Nashville study. (Contains 4 tables, 12 graphs in appendixes, 32 tables in appendixes, and 36 references.) (SLD)

ED 407 476   UD 031 713

Yu, Corrine M., Ed.; Taylor, William L., Ed.
The Continuing Struggle: Civil Rights and the Clinton Administration. Report of the Citizens' Commission on Civil Rights.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 97
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; *Affirmative Action; *Civil Rights; Disabilities; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); *Federal Legislation; *Government Role; Housing; Immigration; Law Enforcement; Minority Groups; Sex Fairness; Welfare Recipients
IDENTIFIERS- *Clinton Administration; Welfare Reform

In 1993 the Citizens' Commission on Civil Rights concluded that the election of Bill Clinton as President presented a new

Riverside, California.
PUB DATE- Mar 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; Busing; *Desegregation Effects; Elementary Secondary Education; *Minority Groups; Parent Attitudes; Parent Participation; *Parent School Relationship; *Racial Balance; *School Desegregation; School Districts; Student Attitudes
IDENTIFIERS- *Riverside Unified School District CA

The Riverside Unified School District, Riverside (California) experienced desegregation in ways that many school districts experienced it in the 1960s. It became the first city of its size (over 100,000) to implement a full-scale racial balance plan and implement it within 7 weeks. This study examines the successes and failures of desegregation through the eyes of those most heavily influenced by it, the students and families who participated at the inception of Riverside's desegregation. The extent of parent participation and parent attitudes about participation in the school system were studied through archival documents, review of previous studies, and 39 interviews with key personnel and interested parties including parents and involved community members. Findings indicate that parents from both majority and minority families were surveyed at the time of desegregation, but they were not included in the actual decision-making process. School personnel and parents agreed that parents were invited to participate in their children's new schools, but neither majority nor minority parents felt welcome at the new school, and most felt it was too far for them to go to participate. Parents generally thought that the experience had been beneficial for students, and they generally thought that their lack of participation had not been detrimental to their children's success because the desegregation allowed greater opportunities for later success. (Contains 23 references.) (SLD)

ED 407 458 UD 031 694

Farkas, George
Human Capital or Cultural Capital? Ethnicity and Poverty Groups in an Urban School District. Social Institutions and Social Change Series.
PUB DATE- 96
NOTE- 216p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Disadvantaged Youth; Elementary Education; Elementary School Students; *Ethnicity; *Human Capital; Inner City; Language Skills; Low Achievement; Parent Influence; *Poverty; *Reading Skills; Thinking Skills; Tutorial Programs; Tutoring; *Urban Schools
IDENTIFIERS- *Cultural Capital; *Dallas Independent School District TX

An intervention designed to increase the reading skills, habits, and styles of low-performing elementary school students was implemented in the Dallas Independent School District (Texas). The issues surrounding implementation illustrate many of the problems of inner-city schooling and disadvantaged students and

opportunity to work toward equal opportunity. In 1995, at the midpoint of his first term, the Commission identified the new and often formidable challenges his administration was facing in dealing with issues of equal opportunity and fair treatment. In many respects, the Commission noted, the Clinton administration had made a good beginning in dealing with Federal civil rights performance, but that it remained at the beginning stages of a revitalization of civil rights enforcement. A particular problem was the slow pace of the Clinton administration in filling key civil rights positions, so much so that the Chair of the Equal Employment Opportunity Commission was not appointed until just before the 1994 election. Part One of this report presents the findings and recommendations of the Citizens' Commission in the context of welfare reform legislation. Part Two contains a series of working papers prepared by leading civil rights and public interest experts. These 17 papers deal with: (1) Federal resources and funding; (2) the administration of justice; (3) the U.S. Commission on Civil Rights; (4) the Equal Employment Opportunity Commission; (5) employment; (6) affirmative action; (7) welfare reform; (8) immigration; (9) rights of people with disabilities; (10) hate crimes; (11) English-only requirements; (12) voting; (13) housing; and (14) education. The papers on education focus on minority access to education, gender equity, and equal education in elementary and secondary schools. (SLD)

ED 407 477 UD 031 715

Fashola, Olatokunbo S.; And Others
Effective Programs for Latino Students in Elementary and Middle Schools. Report No. 11.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cooperative Learning; Curriculum Development; Educational Change; *Educational Objectives; Elementary Education; *Elementary School Students; *Hispanic Americans; *Information Dissemination; Junior High Schools; *Middle Schools; Professional Development; *Program Effectiveness; Tutorial Programs; Urban Schools
IDENTIFIERS- Hispanic American Students; *Latinos; Middle School Students

This report identifies programs that have proven to be effective and programs that show potential for improving academic achievement among Latino youth in the elementary and middle grades. It targets programs specifically designed for this population and programs that have worked for all children and that have been disseminated for use with Latino children. A search of the ERIC network, a review of National Diffusion Network validated programs, and a review of programs receiving Title VII Academic Excellence awards provided information about program effectiveness. The types of programs include schoolwide reform programs, curriculum-specific programs, cooperative learning methods, and tutorial programs. Criteria for inclusion included evidence of effectiveness, replicability, and evaluation or application with Latino students. Factors that contribute to program effectiveness have been identified as: (1) clear goals that emphasize methods and materials linked to those goals and programs that assess progress toward those goals; (2) well-specified components, materials, and offer some solutions. The Reading One-One tutoring program was developed with the Reading Recovery and Success for All programs successfully used in other districts as models. The discussion attempts to integrate paradigms of human capital and human culture to create a new paradigm that defines culture as skills, habits, and styles and posits a view in which parental skills, habits, and styles determine the cognitive skills of their children. The first two chapters examine human capital and human culture and cognitive skills. Chapter 3 demonstrates the important role of family linguistic culture in a child's cognitive skill development, and Chapter 4 shows how cognitive skills determine future earnings. Chapters 5 through 9 use data from the Dallas schools to analyze the ways in which cognitive skills, habits, and styles determine coursework mastery and grades. Part III focuses on intervention, reporting on the development and implementation of Reading One-One. An appendix discusses the methodology of constructing a table of reading comprehension scores for intervention students. (Contains 4 figures, 45 tables, and 187 references.) (SLD)

ED 407 459   UD 031 695

Brooks, Barbara J.
Getting Uncle Sam To Enforce Your Civil Rights. Clearinghouse Publication 59. Revised.
PUB DATE- Sep 96
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Athletics; *Civil Rights; Disabilities; Elementary Secondary Education; *Equal Education; Equal Opportunities (Jobs); Ethnic Discrimination; Federal Legislation; Government Role; Higher Education; Housing; *Law Enforcement; Public Agencies; *Racial Discrimination; *Sex Discrimination; Voting
IDENTIFIERS- *Commission on Civil Rights; *Department of Education

There are many Federal laws against discrimination, passed to protect people who are denied their rights because of race, color, religion, sex, national origin, age, or disability. This publication is a guide to the initial stages of filing a discrimination complaint. Although it does not cover all the steps after a complaint is filed, it helps the person who has been discriminated against determine the agency to which a complaint should be directed. Where and when to file a complaint is addressed for the following areas of discrimination: (1) credit; (2) education; (3) employment; (4) housing; (5) law enforcement; (6) federally assisted programs; (7) public accommodations and facilities; and (8) voting. Special circumstances for noncitizens, Native Americans, institutionalized people, and military personnel are outlined. Any program or activity that received funds from the Department of Education must operate in a nondiscriminatory manner. No educational institution receiving such funds can discriminate on the basis of race, color, national origin, sex, disability, or age to deny a service or benefit afforded others, provide inferior service, or segregate an individual on the basis of race, color, or national origin. Individuals may be segregated by sex for contact sports or varsity athletics or by disability when it is absolutely necessary. Other conditions for which separation for some characteristic is allowed are outlined. The professional development materials; (3) extensive professional development; and (4) dissemination by organizations that focus on the quality of implementation. An appendix lists contacts for information on the 40 programs reviewed. (Contains 180 references.) (SLD)

ED 407 478 UD 031 716

Cooper, Robert
Detracking in a Racially Mixed, Urban High School. Report No. 12.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Core Curriculum; Disadvantaged Youth; English; *Equal Education; Grade 9; *Heterogeneous Grouping; *High School Students; High Schools; History; Parents; *Racial Composition; Racial Differences; Surveys; *Track System (Education); *Urban Schools

The response of one urban school community to the tension between excellence and equity in public education was to change the structure, curriculum, and educational practices of its ninth-grade English and history courses fundamentally. This report brings together qualitative and quantitative data to document the efforts of a large urban high school to improve the schooling experience of its students through alternatives to tracking. The large, racially mixed West Coast school experimented with eliminating tracking by grouping its ninth graders heterogeneously in English and history, balancing each core class of 20 students by race and ability. Qualitative data come from interviews with educators, administrators, and parents, and quantitative data come from a survey completed by 744 students in the classes in the 1994-95 and 1995-96 academic years. Data suggest that the level of implementation of the core class approach, from a student perspective, affects achievement, engagement, and enjoyment. Students feel positive about the core system, and report that the multicultural focus of the program does not dilute the curriculum, but actually augments it. The core also provides a small student/teacher ratio, which helps develop a sense of community. Appendixes present the core evaluation survey and the composites used to measure the degree of implementation. (Contains 2 tables and 18 references.) (SLD)

ED 407 479 UD 031 717

Building an Urban Schools Marshall Plan.
PUB DATE- 97
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Accountability; Community Involvement; *Educational Change; Elementary Secondary Education; Equal Education; *Federal Aid; *Financial Support; Low Income Groups; Public Schools; School Restructuring; Standards; *State Aid; State Programs; Urban Education; *Urban Schools

In 1997, America needs to launch a new Marshall Plan, equivalent

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(132) Reference Materials - Directories/Catalogs

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(021) Collected Works - Proceedings

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149p. L2 ED 407 243

Canadian Mathematics Education Study Group = Groupe Canadien d'etude en didactique des mathematiques. Proceedings of the 1994 Annual Meeting (Regina, Saskatchewan, Canada, June 3-7, 1994).
179p. L2 ED 407 242

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191p. L2 ED 407 241

Defining a Quality Education. Proceedings of the Annual Conference of the Association for Institutional Research (19th, Washington, D.C., November 14-17, 1992).
293p. L1 ED 406 869

Learning from Each Other. The Official Proceedings of the International Symposium of Japan-America Societies (1st, Honolulu, Hawaii, June 18-21, 1995).
296p. L1 ED 407 323

Makin' It Happen with Business & Marketing Education. Annual Atlantic Coast Business & Marketing Education Conference Proceedings (13th, Raleigh, North Carolina, February 16-17, 1996). Volume 7.
145p. L1 ED 406 524

Making a Difference for Children, Families and Communities: Partnerships among Researchers, Practitioners and Policymakers. Summary of Conference Proceedings of Head Start's National Research Conference (3rd, Washington, D.C., June 20-23, 1996).

the Head Start Learning Community.	156p.	L1	ED 407 137
Enhancing Health in the Head Start Workplace. Training Guides for the Head Start Learning Community.	141p.	L1	ED 407 142
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Families and Education: An Educator's Resource for Family Involvement. (Revised Edition).	98p.	L1	ED 407 169
Families, Communities, Schools, Learning Together 2, Spring 1995: Families in Education Packet.	34p.	L1	ED 407 152
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Guia para la Ensenanza Combinada de Ingles y Ciencia. Para Padres/sobre Padres. (A Guide to Teaching English and Science Together. For Parents/about Parents).	5p.	L1	ED 407 447
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(072) Book/Product Reviews

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(080) Journal Articles

Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Mid-Atlantic Region.	125p.	L1	ED 407 213
Guidebook to Excellence 1995: A Directory of Federal Resources for Mathematics and Science Education Improvement for the Mid-Continent Region.	129p.	L1	ED 407 214
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Resources for Artist & Community Groups. Philadelphia Folklore Project Working Paper 11. Revised.	31p.	L1	ED 407 292
Teacher Preparation and NSF Collaboratives for Excellence in Teacher Preparation. FY 96 Awards.	69p.	L1	ED 407 247
A to Z: The Early Childhood Educator's Guide to the Internet.	144p.	L1	ED 407 178
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726p. L1 ED 407 180

Partnerships for Workforce Development in Business and Marketing Education. Annual Atlantic Coast Business & Marketing Education Conference Proceedings (14th, Greenville, North Carolina, February 21-22, 1997). Volume 8.
72p. L1 ED 406 525

Passages to Inclusion: Creating Systems of Care for All Children. Monograph for State, Territorial and Tribal Child Care Administrators.
84p. L1 ED 406 819

"Pre-Resettlement Preparation: Needs and Issues of Refugees." Proceedings of the Conference of East African Refugee Service Providers (July 19, 1994, Arlington, Virginia).
43p. L1 ED 407 480

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199p. L1 ED 407 248

"Renewing the Commitment: 1963-1997." Poster Session Abstracts from the International Conference of the Learning Disabilities Association of America (Chicago, Illinois, February 19-22, 1997). Volume 6.
48p. L1 ED 406 786

The Role of Sports in Youth Development. Report of a meeting convened by Carnegie Corporation of New York (March 18, 1996).
210p. L1 ED 407 376

Setting Educational Standards: Experiences in Four States.
57p. L2 ED 406 720

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5p. L1 ED 406 744

Towards a Worldwide Library: A Ten Year Forecast. Proceedings of the International Essen Symposium (19th, Essen, Germany, September 23-26, 1996). Publications of Essen University Library, No. 21.
354p. L1 ED 406 980

Walking the Tightrope: The Balance between Innovation and Leadership. Proceedings of the Annual International Conference of the Chair Academy (6th, Reno, NV, February 12-15, 1997).
394p. L1 ED 407 001

Windows - 97 on the New Standards. Monograph of Collected Papers from the Annual Conference of the Association of College Educators--Deaf and Hard of Hearing (23rd, Santa Fe, New Mexico, March 7-10, 1997).
150p. L1 ED 406 768

(022) Collected Works - Serials

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CE073730	ED406524
CE073731	ED406525
CE073733	ED406526
CE073734	ED406527
CE073739	ED406528
CE073754	ED406529
CE073755	ED406530
CE073756	ED406531
CE073758	ED406532
CE073759	ED406533
CE073760	ED406534
CE073761	ED406535
CE073762	ED406536
CE073763	ED406537
CE073764	ED406538
CE073765	ED406539
CE073766	ED406540
CE073767	ED406541
CE073768	ED406542
CE073769	ED406543
CE073781	ED406544
CE073782	ED406545
CE073791	ED406546
CE073792	ED406547
CE073802	ED406548
CE073803	ED406549
CE073804	ED406550
CE073805	ED406551
CE073806	ED406552
CE073807	ED406553
CE073808	ED406554
CE073812	ED406555
CE073813	ED406556
CE073814	ED406557
CE073815	ED406558
CE073816	ED406559
CE073822	ED406560
CE073823	ED406561
CE073824	ED406562
CE073825	ED406563
CE073826	ED406564
CE073828	ED406565
CE073829	ED406566
CE073830	ED406567
CE073841	ED406568
CE073842	ED406569
CE073844	ED406570
CE073847	ED406571
CE073848	ED406572

SO - Social Studies/Social Science Education (continue)

SO026895	ED407297
SO026897	ED407298
SO026898	ED407299
SO026900	ED407300
SO026901	ED407301
SO026902	ED407302
SO026903	ED407303
SO026904	ED407304
SO026905	ED407305
SO026906	ED407306
SO026907	ED407307
SO026911	ED407308
SO026912	ED407309
SO027063	ED407310
SO027067	ED407311
SO027068	ED407312
SO027069	ED407313
SO027089	ED407314
SO027091	ED407315
SO027105	ED407316
SO027111	ED407317
SO027119	ED407318
SO027164	ED407319//
SO027186	ED407320
SO027204	ED407321
SO027220	ED407322
SO027228	ED407323
SO027239	ED407324
SO027381	ED407325
SO027633	ED407326
SO027719	ED407327
SO027821	ED407328
SO027822	ED407329
SO027841	ED407330
SO027842	ED407331
SO027949	ED407332
SO027950	ED407333
SO028008	ED407334//
SO028009	ED407335//
SO028010	ED407336//
SO028036	ED407337
SO028046	ED407338
SO028047	ED407339
SO028048	ED407340
SO028049	ED407341
SO028050	ED407342
SO028051	ED407343
SO028052	ED407344
SO028053	ED407345
SO028054	ED407346
SO028055	ED407347
SO028056	ED407348
SO028057	ED407349
SO028061	ED407350//
SO028062	ED407351//
SO028073	ED407352
SO028074	ED407353
SO028075	ED407354
SO028076	ED407355
SO028077	ED407356
SO028078	ED407357
SO028079	ED407358

CE073851	ED406573
CE073852	ED406574
CE073853	ED406575
CE073857	ED406576
CE073860	ED406577
CE073861	ED406578
CE073862	ED406579
CE073866	ED406580
CE073875	ED406581
CE073877	ED406582
CE073878	ED406583
CE073881	ED406584
CE073882	ED406585
CE073883	ED406586

CG - Counseling and Student Services

CG026378	ED406587
CG026496	ED406588
CG027239	ED406589
CG027413	ED406590
CG027464	ED406591
CG027465	ED406592
CG027466	ED406593
CG027467	ED406594
CG027468	ED406595
CG027469	ED406596
CG027470	ED406597
CG027471	ED406598
CG027472	ED406599
CG027473	ED406600
CG027474	ED406601
CG027475	ED406602
CG027476	ED406603
CG027477	ED406604
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CG027479	ED406606
CG027480	ED406607
CG027481	ED406608
CG027482	ED406609
CG027483	ED406610
CG027484	ED406611
CG027485	ED406612
CG027486	ED406613
CG027487	ED406614
CG027488	ED406615
CG027489	ED406616
CG027490	ED406617
CG027491	ED406618
CG027579	ED406619
CG027598	ED406620
CG027600	ED406621
CG027605	ED406622
CG027610	ED406623
CG027612	ED406624
CG027613	ED406625
CG027614	ED406626
CG027615	ED406627
CG027619	ED406628
CG027622	ED406629
CG027627	ED406630
CG027630	ED406631
CG027631	ED406632
CG027632	ED406633

SO028080	ED407359
SO028081	ED407360
SO028082	ED407361
SO028084	ED407362

SP - Teaching and Teaching Education

SP037273	ED407363
SP037275	ED407364
SP037276	ED407365
SP037277	ED407366
SP037279	ED407367
SP037282	ED407368
SP037283	ED407369
SP037284	ED407370
SP037285	ED407371
SP037286	ED407372
SP037287	ED407373
SP037288	ED407374//
SP037289	ED407375//
SP037291	ED407376
SP037292	ED407377
SP037293	ED407378
SP037294	ED407379
SP037296	ED407380
SP037297	ED407381
SP037298	ED407382
SP037299	ED407383
SP037300	ED407384
SP037301	ED407385
SP037302	ED407386
SP037303	ED407387
SP037304	ED407388
SP037305	ED407389
SP037306	ED407390
SP037307	ED407391
SP037308	ED407392
SP037309	ED407393
SP037310	ED407394
SP037311	ED407395
SP037312	ED407396
SP037313	ED407397
SP037314	ED407398
SP037315	ED407399
SP037316	ED407400
SP037317	ED407401
SP037318	ED407402
SP037319	ED407403
SP037320	ED407404
SP037321	ED407405
SP037322	ED407406
SP037323	ED407407
SP037324	ED407408
SP037326	ED407409
SP037327	ED407410
SP037328	ED407411
SP037329	ED407412

TM - Assessment and Evaluation

TM026429	ED407413//
TM026435	ED407414
TM026436	ED407415
TM026437	ED407416

CG027635	ED406634
CG027636	ED406635
CG027637	ED406636
CG027756	ED406637
CG027757	ED406638
CG027801	ED406639
CG027810	ED406640
CG027857	ED406641

CS - Reading, English, and Communication

CS012772	ED406642
CS012775	ED406643
CS012776	ED406644
CS012777	ED406645
CS012778	ED406646
CS012779	ED406647
CS012787	ED406648
CS012788	ED406649
CS012789	ED406650//
CS012790	ED406651
CS012792	ED406652
CS012793	ED406653
CS012794	ED406654
CS012795	ED406655
CS012796	ED406656
CS012797	ED406657
CS012798	ED406658
CS012799	ED406659//
CS012800	ED406660
CS012801	ED406661
CS012802	ED406662
CS012803	ED406663
CS012805	ED406664
CS012806	ED406665
CS012807	ED406666
CS012811	ED406667
CS012812	ED406668
CS012813	ED406669
CS215777	ED406670
CS215778	ED406671
CS215782	ED406672
CS215788	ED406673
CS215789	ED406674
CS215791	ED406675
CS215800	ED406676//
CS215802	ED406677
CS215807	ED406678
CS215808	ED406679//
CS215809	ED406680//
CS215811	ED406681//
CS215812	ED406682//
CS215813	ED406683
CS215814	ED406684
CS215815	ED406685
CS215816	ED406686
CS215818	ED406687
CS215820	ED406688
CS215821	ED406689
CS215822	ED406690
CS215823	ED406691
CS215824	ED406692
CS215831	ED406693
CS215835	ED406694//

TM026438	ED407417
TM026440	ED407418
TM026441	ED407419
TM026442	ED407420
TM026443	ED407421
TM026444	ED407422
TM026445	ED407423
TM026446	ED407424
TM026449	ED407425
TM026464	ED407426
TM026465	ED407427
TM026466	ED407428
TM026467	ED407429
TM026468	ED407430
TM026469	ED407431//
TM026470	ED407432
TM026478	ED407433
TM026480	ED407434
TM026489	ED407435
TM026490	ED407436
TM026491	ED407437
TM026492	ED407438
TM026495	ED407439
TM026496	ED407440
TM026497	ED407441
TM026499	ED407442
TM026975	ED407443//
TM027116	ED407444

UD - Urban Education

UD031681	ED407445
UD031682	ED407446
UD031683	ED407447
UD031684	ED407448
UD031685	ED407449
UD031686	ED407450
UD031687	ED407451
UD031688	ED407452
UD031689	ED407453
UD031690	ED407454
UD031691	ED407455
UD031692	ED407456
UD031693	ED407457
UD031694	ED407458//
UD031695	ED407459
UD031696	ED407460
UD031697	ED407461
UD031698	ED407462
UD031699	ED407463
UD031700	ED407464
UD031701	ED407465
UD031702	ED407466
UD031703	ED407467
UD031704	ED407468
UD031705	ED407469
UD031707	ED407470
UD031708	ED407471
UD031709	ED407472
UD031710	ED407473
UD031711	ED407474
UD031712	ED407475
UD031713	ED407476
UD031715	ED407477

CS215837	ED406695
CS509473	ED406696
CS509474	ED406697
CS509475	ED406698
CS509476	ED406699
CS509478	ED406700
CS509479	ED406701
CS509482	ED406702
CS509484	ED406703
CS509485	ED406704
CS509487	ED406705
CS509488	ED406706
CS509489	ED406707
CS509490	ED406708
CS509491	ED406709
CS509494	ED406710
CS509499	ED406711
CS509500	ED406712
CS509502	ED406713
CS509503	ED406714
CS509506	ED406715

EA - Educational Management

EA025035	ED406716
EA027318	ED406717
EA027442	ED406718
EA027745	ED406719
EA027805	ED406720
EA027988	ED406721
EA028032	ED406722
EA028063	ED406723
EA028268	ED406724
EA028269	ED406725
EA028279	ED406726
EA028282	ED406727
EA028289	ED406728//
EA028291	ED406729
EA028293	ED406730//
EA028294	ED406731
EA028297	ED406732
EA028298	ED406733
EA028299	ED406734
EA028300	ED406735
EA028301	ED406736
EA028302	ED406737
EA028303	ED406738
EA028304	ED406739
EA028305	ED406740
EA028306	ED406741
EA028307	ED406742
EA028308	ED406743
EA028309	ED406744
EA028310	ED406745
EA028314	ED406746
EA028315	ED406747
EA028316	ED406748
EA028317	ED406749
EA028318	ED406750
EA028319	ED406751
EA028321	ED406752
EA028322	ED406753
EA028323	ED406754
EA028325	ED406755

UD031716	ED407478
UD031717	ED407479
UD031718	ED407480
UD031719	ED407481
UD031720	ED407482
UD031729	ED407483

EA028326	ED406756
EA028327	ED406757
EA028329	ED406758
EA028345	ED406759

EC - Disabilities and Gifted Education

EC305377	ED406760
EC305412	ED406761
EC305414	ED406762
EC305415	ED406763
EC305416	ED406764
EC305417	ED406765
EC305418	ED406766
EC305419	ED406767
EC305461	ED406768
EC305462	ED406769
EC305463	ED406770
EC305464	ED406771
EC305465	ED406772
EC305466	ED406773
EC305467	ED406774
EC305468	ED406775
EC305469	ED406776
EC305470	ED406777
EC305471	ED406778
EC305472	ED406779
EC305473	ED406780
EC305474	ED406781
EC305475	ED406782
EC305476	ED406783
EC305477	ED406784
EC305478	ED406785
EC305487	ED406786
EC305488	ED406787
EC305489	ED406788
EC305490	ED406789
EC305491	ED406790
EC305492	ED406791
EC305493	ED406792
EC305494	ED406793
EC305495	ED406794
EC305497	ED406795
EC305498	ED406796
EC305499	ED406797//
EC305500	ED406798//
EC305501	ED406799//
EC305502	ED406800
EC305507	ED406801//
EC305508	ED406802//
EC305509	ED406803
EC305510	ED406804
EC305511	ED406805
EC305512	ED406806
EC305513	ED406807
EC305514	ED406808
EC305515	ED406809
EC305516	ED406810
EC305517	ED406811
EC305518	ED406812
EC305519	ED406813//
EC305520	ED406814//
EC305521	ED406815
EC305522	ED406816

EC305523	ED406817
EC305524	ED406818
EC305538	ED406819

FL - Language and Linguistics

FL022144	ED406820
FL024376	ED406821
FL024425	ED406822
FL024448	ED406823
FL024456	ED406824
FL024457	ED406825
FL024458	ED406826
FL024465	ED406827
FL024467	ED406828
FL024472	ED406829
FL024482	ED406830
FL024484	ED406831
FL024485	ED406832
FL024486	ED406833//
FL024489	ED406834
FL024491	ED406835
FL024492	ED406836
FL024493	ED406837
FL024494	ED406838
FL024498	ED406839//
FL024500	ED406840//
FL024503	ED406841//
FL024504	ED406842//
FL024505	ED406843
FL024506	ED406844
FL024509	ED406845
FL024527	ED406846
FL024528	ED406847
FL024529	ED406848
FL024530	ED406849
FL801135	ED406850
FL801136	ED406851
FL801137	ED406852
FL801138	ED406853
FL801139	ED406854//
FL801140	ED406855
FL801141	ED406856
FL801142	ED406857
FL801144	ED406858
FL801145	ED406859//
FL801146	ED406860
FL801147	ED406861
FL801148	ED406862//
FL801149	ED406863//
FL801150	ED406864
FL801151	ED406865
FL801152	ED406866

HE - Higher Education

HE026277	ED406867//
HE026281	ED406868
HE026312	ED406869
HE029979	ED406870
HE029980	ED406871
HE029990	ED406872
HE030031	ED406873
HE030032	ED406874

HE030033	ED406875
HE030034	ED406876//
HE030035	ED406877//
HE030036	ED406878
HE030037	ED406879//
HE030038	ED406880//
HE030039	ED406881//
HE030040	ED406882//
HE030041	ED406883//
HE030042	ED406884//
HE030043	ED406885//
HE030044	ED406886
HE030045	ED406887
HE030046	ED406888
HE030047	ED406889//
HE030048	ED406890//
HE030049	ED406891
HE030050	ED406892
HE030065	ED406893
HE030066	ED406894
HE030068	ED406895
HE030069	ED406896
HE030070	ED406897
HE030071	ED406898
HE030072	ED406899
HE030073	ED406900
HE030074	ED406901
HE030075	ED406902
HE030076	ED406903
HE030077	ED406904
HE030078	ED406905
HE030080	ED406906
HE030081	ED406907
HE030082	ED406908
HE030083	ED406909//
HE030084	ED406910//
HE030085	ED406911//
HE030086	ED406912
HE030087	ED406913
HE030088	ED406914
HE030089	ED406915
HE030090	ED406916
HE030091	ED406917
HE030092	ED406918
HE030093	ED406919
HE030094	ED406920
HE030095	ED406921
HE030096	ED406922
HE030097	ED406923//
HE030098	ED406924//
HE030099	ED406925
HE030100	ED406926//
HE030102	ED406927
HE030103	ED406928
HE030104	ED406929
HE030105	ED406930
HE030107	ED406931
HE030108	ED406932
HE030109	ED406933
HE030110	ED406934
HE030111	ED406935
HE030112	ED406936
HE030113	ED406937
HE030114	ED406938

HE030115	ED406939//
HE030116	ED406940
HE030117	ED406941//
HE030118	ED406942
HE030119	ED406943
HE030120	ED406944
HE030122	ED406945//
HE030123	ED406946
HE030124	ED406947
HE030125	ED406948
HE030126	ED406949
HE030127	ED406950//
HE030128	ED406951
HE030171	ED406952
HE030172	ED406953
HE030173	ED406954
HE030174	ED406955
HE030175	ED406956
HE030176	ED406957
HE030177	ED406958
HE030178	ED406959
HE030179	ED406960
HE030180	ED406961//
HE030181	ED406962
HE030182	ED406963

IR - Information and Technology

IR017913	ED406964
IR018312	ED406965
IR018314	ED406966
IR018319	ED406967
IR018320	ED406968
IR018321	ED406969
IR018322	ED406970
IR018323	ED406971
IR018324	ED406972
IR018325	ED406973
IR018326	ED406974
IR018327	ED406975
IR018328	ED406976
IR056339	ED406977
IR056353	ED406978//
IR056354	ED406979//
IR056355	ED406980
IR056356	ED406981//
IR056357	ED406982//
IR056358	ED406983
IR056359	ED406984//
IR056360	ED406985
IR056361	ED406986
IR056362	ED406987//
IR056363	ED406988//
IR056364	ED406989//
IR056365	ED406990//
IR056366	ED406991//
IR056367	ED406992//
IR056368	ED406993//
IR056369	ED406994//
IR056370	ED406995//
IR056374	ED406996
IR056375	ED406997
IR056376	ED406998

JC - Community Colleges

JC960450	ED406999
JC970081	ED407000
JC970185	ED407001
JC970186	ED407002
JC970187	ED407003
JC970188	ED407004
JC970189	ED407005
JC970190	ED407006
JC970191	ED407007
JC970192	ED407008
JC970193	ED407009
JC970194	ED407010
JC970195	ED407011
JC970196	ED407012
JC970197	ED407013
JC970198	ED407014
JC970199	ED407015
JC970200	ED407016
JC970201	ED407017
JC970202	ED407018
JC970203	ED407019
JC970204	ED407020
JC970205	ED407021
JC970206	ED407022
JC970207	ED407023
JC970208	ED407024
JC970209	ED407025
JC970210	ED407026
JC970211	ED407027
JC970212	ED407028
JC970213	ED407029
JC970214	ED407030
JC970222	ED407031
JC970236	ED407032
JC970237	ED407033
JC970243	ED407034
JC970250	ED407035
JC970260	ED407036
JC970266	ED407037
JC970268	ED407038
JC970269	ED407039
JC970270	ED407040
JC970271	ED407041
JC970272	ED407042
JC970273	ED407043
JC970274	ED407044
JC970275	ED407045
JC970276	ED407046
JC970277	ED407047
JC970278	ED407048
JC970279	ED407049
JC970280	ED407050
JC970281	ED407051
JC970282	ED407052
JC970283	ED407053
JC970312	ED407054

PS - Elementary and Early Childhood Education

PS023624	ED407055
PS023738	ED407056
PS024332	ED407057

PS024860	ED407058
PS024956	ED407059
PS025019	ED407060
PS025024	ED407061
PS025026	ED407062//
PS025040	ED407063//
PS025049	ED407064
PS025067	ED407065//
PS025068	ED407066//
PS025080	ED407067
PS025082	ED407068
PS025083	ED407069
PS025084	ED407070
PS025106	ED407071
PS025107	ED407072//
PS025112	ED407073
PS025116	ED407074
PS025142	ED407075
PS025147	ED407076
PS025154	ED407077
PS025161	ED407078
PS025166	ED407079//
PS025168	ED407080
PS025172	ED407081
PS025188	ED407082
PS025190	ED407083//
PS025192	ED407084
PS025196	ED407085//
PS025197	ED407086
PS025198	ED407087//
PS025203	ED407088
PS025205	ED407089
PS025210	ED407090
PS025212	ED407091
PS025214	ED407092//
PS025216	ED407093//
PS025226	ED407094
PS025227	ED407095
PS025230	ED407096
PS025234	ED407097
PS025235	ED407098
PS025236	ED407099
PS025251	ED407100//
PS025294	ED407101
PS025297	ED407102
PS025299	ED407103
PS025301	ED407104
PS025303	ED407105//
PS025308	ED407106
PS025310	ED407107
PS025315	ED407108
PS025316	ED407109
PS025318	ED407110
PS025319	ED407111
PS025320	ED407112
PS025322	ED407113
PS025325	ED407114
PS025326	ED407115
PS025327	ED407116//
PS025329	ED407117//
PS025330	ED407118
PS025332	ED407119
PS025338	ED407120
PS025340	ED407121

PS025345	ED407122
PS025351	ED407123
PS025352	ED407124
PS025355	ED407125
PS025356	ED407126
PS025357	ED407127
PS025358	ED407128
PS025359	ED407129
PS025362	ED407130//
PS025363	ED407131//
PS025365	ED407132
PS025366	ED407133
PS025367	ED407134
PS025368	ED407135
PS025369	ED407136
PS025370	ED407137
PS025371	ED407138
PS025372	ED407139
PS025373	ED407140
PS025374	ED407141
PS025375	ED407142
PS025376	ED407143
PS025377	ED407144
PS025378	ED407145
PS025379	ED407146
PS025380	ED407147
PS025381	ED407148
PS025382	ED407149
PS025383	ED407150
PS025387	ED407151
PS025388	ED407152
PS025390	ED407153
PS025393	ED407154
PS025397	ED407155
PS025398	ED407156
PS025399	ED407157
PS025400	ED407158
PS025402	ED407159
PS025404	ED407160
PS025409	ED407161//
PS025410	ED407162//
PS025412	ED407163
PS025413	ED407164
PS025414	ED407165
PS025416	ED407166//
PS025418	ED407167
PS025420	ED407168
PS025421	ED407169
PS025424	ED407170//
PS025433	ED407171
PS025434	ED407172
PS025436	ED407173
PS025437	ED407174
PS025443	ED407175
PS025444	ED407176
PS025452	ED407177
PS025490	ED407178
PS025491	ED407179
PS025494	ED407180
PS025516	ED407181
PS025517	ED407182
PS025518	ED407183
PS025519	ED407184
PS025520	ED407185

PS025521	ED407186
PS025522	ED407187
PS025523	ED407188
PS025524	ED407189
PS025525	ED407190
PS025526	ED407191
PS025527	ED407192

RC - Rural Education and Small Schools

RC020781	ED407193
RC020856	ED407194
RC020859	ED407195
RC020863	ED407196
RC020867	ED407197
RC020973	ED407198
RC020985	ED407199
RC021027	ED407200
RC021028	ED407201
RC021032	ED407202
RC021033	ED407203
RC021034	ED407204
RC021046	ED407205//
RC021049	ED407206
RC021051	ED407207
RC021054	ED407208//
RC021056	ED407209

SE - Science, Mathematics, and Environmental Education

SE055749	ED407210
SE055750	ED407211
SE055751	ED407212
SE055752	ED407213
SE055753	ED407214
SE055754	ED407215
SE055755	ED407216
SE055756	ED407217
SE055757	ED407218
SE055758	ED407219
SE055759	ED407220
SE058541	ED407221
SE059812	ED407222
SE059923	ED407223
SE059939	ED407224
SE059940	ED407225
SE059944	ED407226
SE059945	ED407227
SE059946	ED407228
SE059947	ED407229
SE059953	ED407230
SE059955	ED407231
SE059964	ED407232
SE059969	ED407233
SE059970	ED407234
SE059976	ED407235
SE059978	ED407236//
SE059984	ED407237
SE059992	ED407238
SE059997	ED407239
SE060044	ED407240//
SE060089	ED407241
SE060090	ED407242
SE060091	ED407243

SE060093	ED407244//
SE060139	ED407245
SE060143	ED407246
SE060144	ED407247
SE060145	ED407248
SE060153	ED407249
SE060156	ED407250
SE060158	ED407251
SE060160	ED407252
SE060161	ED407253
SE060186	ED407254
SE060187	ED407255
SE060191	ED407256
SE060192	ED407257
SE060193	ED407258
SE060195	ED407259
SE060197	ED407260
SE060198	ED407261
SE060199	ED407262
SE060200	ED407263
SE060202	ED407264
SE060203	ED407265
SE060204	ED407266
SE060205	ED407267
SE060207	ED407268
SE060208	ED407269
SE060209	ED407270
SE060210	ED407271
SE060211	ED407272
SE060213	ED407273
SE060214	ED407274
SE060215	ED407275
SE060216	ED407276
SE060217	ED407277
SE060235	ED407278//
SE060237	ED407279
SE060240	ED407280//
SE060242	ED407281
SE060246	ED407282//
SE060253	ED407283
SE060256	ED407284

SO - Social Studies/Social Science Education

SO025462	ED407285
SO026518	ED407286//
SO026662	ED407287//
SO026663	ED407288
SO026664	ED407289//
SO026665	ED407290//
SO026673	ED407291
SO026674	ED407292
SO026675	ED407293
SO026676	ED407294
SO026802	ED407295
SO026893	ED407296